

**Request for Proposals  
“RFP”**

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**RFP #: RFP-WEB2000**

**Issue Date:** October 13, 2000

**Title:** Demonstrating Success: A State-wide Web-Based Standards of Learning Technology and On-line Testing Initiative

**Commodity Code:** 92002

**Issuing Agency:** Commonwealth of Virginia  
Virginia Department of Education  
P.O. 2120  
Richmond, Virginia 23218

**Using Agency:** Virginia Department of Education  
P.O. 2120  
Richmond, Virginia 23218

**Period of Contract:** From Date of Award to June 30, 2001 with the option for five (5) one-year renewals, ending June 30, 2006.

**Sealed proposals will be received until 3:00pm EST, November 13, 2000, for furnishing the services described herein.**

**Full RFP document available at:** <http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>

**All inquiries for information should be directed to:**

Ms. Cameron M. Harris, Assistant Superintendent, Assessment and Reporting  
Virginia Department of Education (804) 225-2102

**Sealed proposals must be shipped via Certified Mail with Return Receipt Requested or hand delivered to:**

Ms. Diane Eddleton, Virginia Department of Education, 101 N. 14<sup>th</sup> Street, **22<sup>nd</sup> Floor**,  
Division of Technology, Richmond, Virginia 23219. Offerors hand delivering proposals must sign a receipt log upon conveying the proposals to Ms. Eddleton.

In compliance with this Request for Proposals and to all the conditions imposed herein, the undersigned offers and agrees to furnish the services at the price(s) indicated on the pricing schedule listed in the Request for Proposals.

Name and Address of Offeror:

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Telephone: (    ) \_\_\_\_\_

FIN or Social Security Number: \_\_\_\_\_

**MANDATORY PRE-PROPOSAL CONFERENCE:** A mandatory pre-proposal conference will be held on October 24, 2000 at 9:00am DST in the Monroe Building, Conference Room ‘C’, First Floor, 101 N. 14<sup>th</sup> Street, Richmond, Virginia 23219.

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# Virginia Department of Education

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*Demonstrating Success: A Statewide Web-Based  
Standards of Learning Technology and On-line Testing  
Initiative*

Request for Proposal # **RFP-WEB2000**

CONTACT INFORMATION:

Ms. Cameron M. Harris  
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101 North 14<sup>th</sup> Street  
Richmond, Virginia 23219  
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# Contents

<b>Background and Proposal Guidelines.....</b>	<b>1</b>
Purpose of the Request for Proposal.....	1
Background to the Demonstration Project.....	1
Education Reform in Virginia.....	3
Legislative Criteria for Determining the State of Institutional Readiness .....	4
Funding Provided.....	5
Selection of Suitable Offeror Solutions .....	7
Schedule for the Request for Proposal Process and Contract Award.....	10
Implementation Timing for the Demonstration Project.....	11
Response to the RFP – Mandatory and Optional Response Elements.....	12
Master List of RFP Testing and Technical Requirements.....	13
<b>Section 1 – Response to Minimum Testing Requirements.....</b>	<b>14</b>
<b>Section 2 – Response to Minimum Technical Requirements .....</b>	<b>21</b>
<b>Virginia’s Vision of Instructional Technology.....</b>	<b>47</b>
<b>Section 3 – Response to Teacher Desktop Survey™ Requirements.....</b>	<b>50</b>
<b>Section 4 – Response to Mandatory and Optional Cost Elements.....</b>	<b>52</b>
Cost and Pricing Data .....	52
<b>Section 5 – Response to General Requirements .....</b>	<b>57</b>
I. General Requirements .....	57
II. Specific Proposal Requirements.....	58
III. Identification of Proposal Envelope.....	60
IV. Evaluation Award and Criteria.....	60
V. Reporting and Delivery Requirements .....	62
VI. Mandatory Pre-Proposal Conference.....	62
VII. General Terms and Conditions .....	62
<b>Section 6 – Response to Special Terms and Conditions.....</b>	<b>68</b>
I. Special Terms and Conditions.....	68
II. Method Of Payment .....	72
III. Pricing Schedule.....	72
<b>Appendix 1 – Attachments .....</b>	<b>73</b>
Attachment A.....	73
Attachment B.....	73
Attachment C.....	73

# Background and Proposal Guidelines

## **Purpose of the Request for Proposal**

This Request for Proposal (RFP) is presented by the Virginia Department of Education (DOE). The intent is to solicit sealed proposals from qualified Offerors to establish an on-line web-based delivery system for Standards of Learning (SOL) testing, instruction, and remediation in all Virginia high schools. Any contract awarded will be concluded through competitive negotiations and remain in effect for a period from the date of award through June 30, 2001 with the option of five (5) one-year renewals. The DOE may award more than one contract for proposals submitted as part of this RFP. The immediate priority of the demonstration project for Offerors is to first deliver tests in the areas of Geometry, Earth Science, Chemistry and End-of-Course English: Reading, Literature, and Research tests. The requirements of final contract award(s) include successful demonstration and, if deemed necessary, third-party evaluation of the proposed solution in six to fifteen demonstration sites located in Virginia's high schools.

### ***Organization of the Request for Proposal (RFP)***

All Offerors to this RFP must complete the following six sections:

- Section 1 – Response to Minimum Testing Requirements
- Section 2 – Response to Minimum Technical Requirements
- Section 3 – Response to Teacher Desktop Survey™ Requirement
- Section 4 – Response to Mandatory and Optional Cost Elements
- Section 5 – Response to General Requirements
- Section 6 – Response to Special Terms and Conditions

## **Background to the Demonstration Project**

### ***Education in the State of Virginia***

The Commonwealth of Virginia is composed of 132 school divisions with 1838 public schools. In the fall of 1999, the public school enrollment was 1,113,994 in grades K-12. Virginia is a strong local control state with local school divisions having the primary responsibility for public education. The Virginia Board of Education is composed of nine members appointed by the Governor for staggered four-year terms. The President and Vice-President of the Board are elected by the Board from its membership. The Board of Education assumes a policy role typical of state boards across the country.

Virginia's student testing program consists of two components. For many years, Virginia has administered a norm-referenced testing program at various grade levels. This program is currently the Stanford Nine Achievement Series (Stanford). The Stanford was selected in the fall of 1996 at the same time as the contract for the Standards of Learning (SOL) testing was awarded. The Stanford is currently administered in grades 4, 6 and 9 in the areas of reading, language and mathematics. Scores are reported by the state at the school and school division levels. School divisions receive student level reports as well as the typical school and school division summary information. The most recent results may be found in the Department's web site at [www.pen.k12.va.us](http://www.pen.k12.va.us).

The Standards of Learning assessments constitute the second component. The SOL tests are multiple choice tests, which are directly based on the Board of Education's Standards of Learning. The direct writing test in grades 5, 8 and in high school requires the student to provide a writing sample in addition to answering multiple choice questions. The Standards of Accreditation require that students be tested with the SOL assessments in grades 3, 5, and 8. High school students who are taking selected courses for which SOL assessments have been developed must take the SOL assessments associated with the courses. The list below shows the various SOL assessments at each grade level.

**Grade 3**

English  
History  
Mathematics  
Science

**Grade 5**

English: Reading, Literature, and Research  
English: Writing  
History (Virginia history)  
Mathematics  
Science  
Computer/Technology

**Grade 8**

English: Reading, Literature, and Research  
English: Writing  
History  
Mathematics  
Science  
Computer/Technology

**High School**

English: Reading, Literature, and Research- 1 test;  
covers SOL for grades 9-11  
English: Writing- 1 test; covers SOL for grades 9-11  
World History to 1000 AD & Geography  
World History from 1000 AD to the Present &  
Geography  
World Geography  
U.S. History  
Algebra I  
Geometry  
Algebra II  
Earth Science  
Biology  
Chemistry

Virginia also participates in the National Assessment of Education Progress (NAEP) at the national level and at the state level. Virginia was one of the first states to participate in the state-by-state NAEP testing. The most recent NAEP results may also be found on the Department web site.

The Department of Education is the agency with the responsibility of administering policy and implementing the programs of the Board. The Superintendent of Public Instruction is the agency head and appointed by the Governor. A complete listing of the Department's divisions and staff may be found on the Department's web site.

## Education Reform in Virginia

To respond to the critical need to raise our students' achievement levels, Virginia initiated a sweeping reform of its K-12 education system in 1994. This reform consists of four major elements:

- High Academic Standards: The Virginia Standards of Learning (SOL) were adopted by the Virginia Board of Education in June 1995, after a yearlong development effort. They set forth minimum learning standards for every child from kindergarten through twelfth grade in the four core content areas of English (which includes reading and writing), mathematics, science and history/social science (history, geography, civics, economics). Virginia's SOL also incorporate computer technology learning standards, intended to result in computer literacy for all students before they enter high school.
- Tests to Measure Student Progress on the SOL: Following the adoption of the new SOL by the Board of Education in 1995, Virginia's Standards of Learning Tests were developed for English, Mathematics, Science, History and Social Science (History, Geography, Civics and Economics) and Computer Technology. Tests are given in grades 3, 5, 8, and in 12 high school courses. The tests measure knowledge as well as critical thinking skills as required by the SOL. The development of the tests began in 1996 with a statewide field test of the new SOL test items in the spring of 1997. The first administration of the tests took place in the spring of 1998. Since then, test administrations have increased to three times a year beginning in school year 1998-1999.
- Measures to Ensure Accountability for Student Achievement: In July 2000, the Board of Education adopted a revision to the Standards of Accreditation (SOA) for Virginia's public schools. The SOA outline the requirements for student testing, graduation and the requirements for the accreditation of schools in the Commonwealth. The newly revised SOA may be found on the Department's web site.
- Communication to Parents and the Community through a New School Performance Report Card: Students' performance on the SOL tests and the accreditation rating of every school will be communicated to parents and the community through an annual School Performance Report Card. In addition to information on the academic performance of their child's school and local school division, the Virginia School Performance Report Card provides information to parents on attendance rates, dropout rates, and school safety.

During the 2000 session of the Virginia General Assembly, Governor Jim Gilmore introduced an initiative to fund a statewide Web-based Standards of Learning Technology Initiative. The mission of this project is for the Commonwealth of Virginia, Department of Education to implement on-line Internet-based Standards of Learning instruction, remediation and SOL testing in all Virginia high schools by 2003. Initial funding will be provided first for high schools and the Department of Education.

The goal of this initiative is to improve the academic achievement of Virginia's students through the use of technology to deliver instruction, remediation, and testing. This technology initiative will assist school divisions in their efforts to improve high school student performance through access to on-line resources and programs for instruction, remediation and testing. Funds are provided to establish a web-enabled network capable of accessing resources in local high schools, Governor's Best Practice Centers and the Department of Education.

### *Web-site References for the Initiative*

<http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>

### **Legislative Criteria for Determining the State of Institutional Readiness**

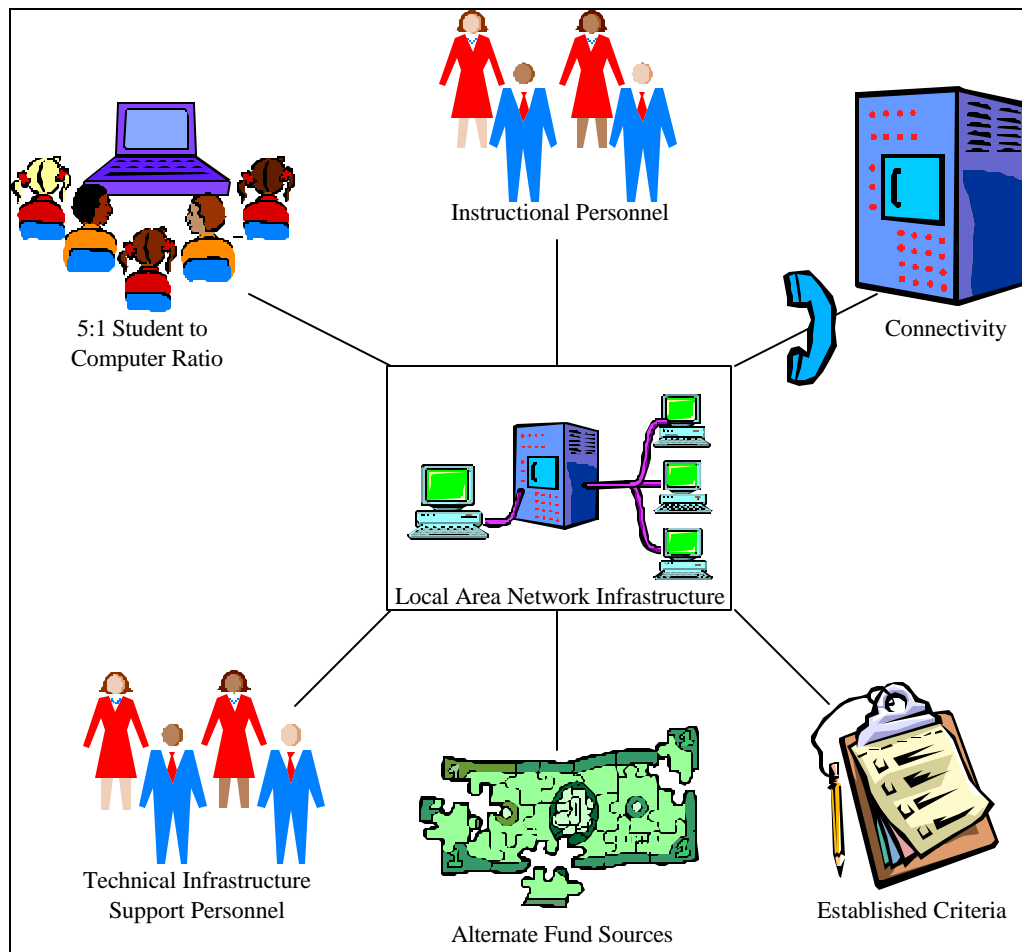
In the spring 2000 legislative session, the Virginia Legislature passed enabling legislation for Governor Gilmore's web-based testing demonstration project. The success of the Governor's Technology Initiative will be dependent upon several factors, not the least of which is the readiness of each institution.

As defined in the original legislation, school division readiness will consist of two principal factors:

- A technical infrastructure with which to receive and distribute SOL content, testing and instruction.
- An on-going professional development program to develop and build on the technical skills teachers possess to operate systems.

Exhibit 1 diagrams the minimum technology standard for Phase I of the demonstration project that was incorporated in the supporting legislation to this initiative.

**Exhibit 1**  
**Diagram of Institutional Readiness**



### **Funding Provided**

Funding will be provided in FY 2001 and 2002 as follows:

- The amount of \$54,316,000 during each of the next two calendar years for school division technology acquisition grants of \$26,000 per school and \$50,000 per school division;
- A local match of 20 percent per school division with the condition that at least 25 percent of the local match be used for teacher training on the use of technology;
- An additional \$2,060,000 (\$1,700,000 VPSA and \$360,000 GF for technology consultation) to support the initiative's demonstration programs at school division high schools;
- The E-rate for Virginia (which is currently estimated at \$25 million per year to qualified school divisions) and local funding for Internet connectivity; and,
- Approximately \$5.3 million for the Department of Education to implement the statewide web-based SOL program.



These moneys will be disbursed to achieve the following within the time frames specified:

*Goals to be Achieved by 2002*

- 100 percent of all high schools will have access to current technology instructional and remedial software applications;
- Assuring that infrastructure is in place for instructional and remedial purposes by 2002 and the start of statewide testing by 2003; and,

*Goals to be Achieved by 2003*

- All participating high schools will begin SOL on-line testing;
- 100 percent of all high schools will have enough computers to equate a minimum of at least a 5:1 computer-to-student ratio;
- 100 percent of all high school students will have access to the Internet at their schools;
- 100 percent of all high schools will have a local area network installed;
- 100 percent of all high schools will have a network infrastructure and Internet access with sufficient bandwidth and speed to facilitate the use of demanding multi-media software applications for SOL instructional and remedial purposes;
- Implement a satisfactory delivery solution (software application) for administering and grading SOL examinations;
- Instructor / proctor training will be conducted on processes and technical procedures in preparation for use of software applications and administering the SOL examinations; and,
- Developing similar capability at middle and elementary schools once high schools have met initiative goals.

***Participants***

The Department of Education is responsible for the selection of those school divisions and high schools that will participate in the demonstration projects. All school divisions interested in participating in this initiative filed an “Intent to Participate” this summer. 100 percent of all school divisions responded in the affirmative to this request. Those divisions submitting the “Intent to Participate” letter of interest must submit an additional document, “Plan for the Use of Funds,” which is due on November 1. School divisions also have been asked to submit a “Letter of Interest” relative to their desire to participate in the demonstration project. The information contained in these documents will allow DOE the chance to select six to fifteen demonstration sites that are diverse in location, demographics and technological readiness. The selection of demonstration sites will be made after the vendor has been selected.

School divisions selected for this initiative will complete work in two phases:

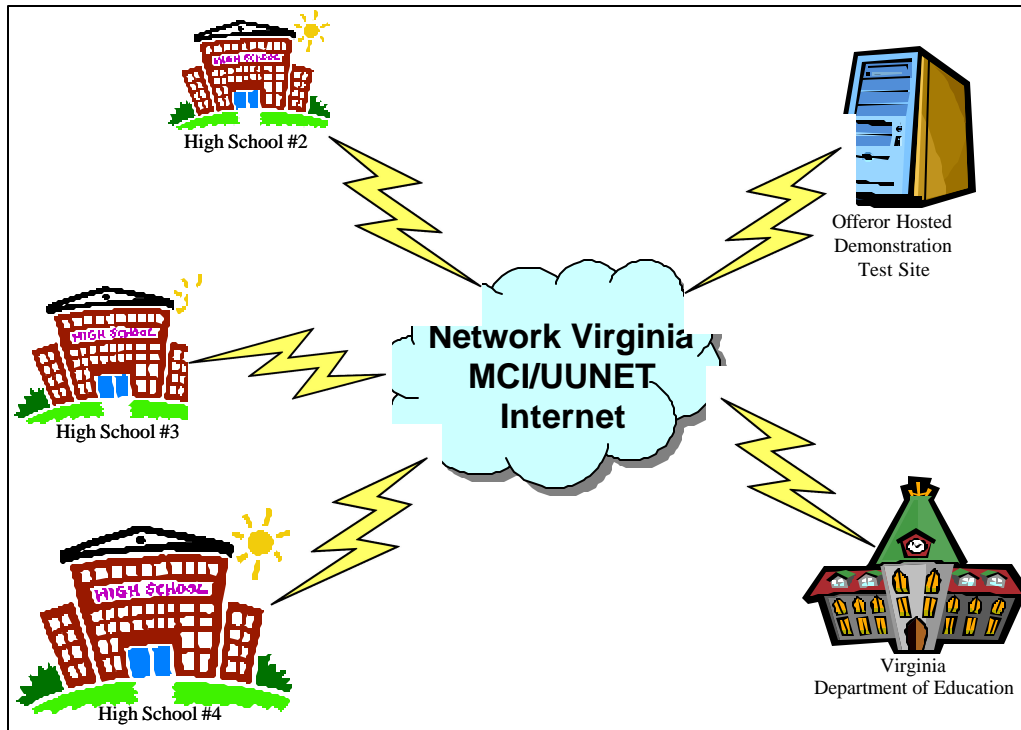
- Technology readiness, including infrastructure, hardware, software, training and implementation.
- Test prototyping, including the metrics of test applications and delivery.

Further explanation of the details of testing and technology requirements are detailed in Section 1 – Testing Requirements and Section 2 – Technical Requirements.

## Network Infrastructure – Demonstration Period

### Exhibit 2

#### Demonstration Project Architecture



#### Selection of Suitable Offeror Solutions

The Department seeks proposals from qualified Offerors to provide turnkey hardware, applications and connectivity solutions for high school on-line testing and instruction. Those solutions selected will be required to demonstrate their viability in selected tests, at selected sites, and at the Department. Selected tests included in the demonstration include the areas of Geometry, Earth Science, Chemistry and End-of-Course English: Reading, Literature, and Research. Six to fifteen high schools will be selected to participate in this demonstration project. Further specifics for testing and technical requirements of the demonstration site requirements are noted later in this proposal.

During the demonstration period, the Offeror will be responsible for maintaining a hosted demonstration test site outside of the Net.Work.Virginia infrastructure. This will streamline the configuration issues encountered during the demonstration process, as well as allow security, quality control and evaluation factors to be more easily controlled and reported to DOE. In addition to the high school sites referenced above, DOE will need to be set up as a demonstration site incorporating the turnkey solution(s) selected as the result of this RFP. In this way, DOE may also validate the design and use of the same systems that will be tested by the high schools participating in this demonstration project.

Each Offeror is asked to document its turnkey solution, using three representative high school profiles: High School #2, a small school with 200 - 250 students, High School #3, a medium school

with 500 – 1000 students; and, High School #4, a large school with 1500 – 3000 students. (See Section 2 for specific information regarding the three high schools presented above.)

### ***Scope of Work***

Offeror must install its solution in cooperation with assigned schools and school division without the disruption of classes. Each demonstration site will have a technical contact named for the Offeror. Demonstration schools agree to allow Offeror access to school buildings after school hours and during holidays. Offeror must bear the cost of solution installation including school system upgrades and improvements (if Offeror's solution requires infrastructure not already available within the individually assigned schools). Offeror may retain ownership of installed equipment at conclusion of demonstration period, but must ensure that demonstration site infrastructure is, at a minimum, equal to its pre-demonstration project status.

Owing to the significant variance among school divisions in technology infrastructure and age, this initiative requires turnkey solutions from individual vendors for the duration of the demonstration period. In 1999, DOE conducted a technology survey of high schools. That survey is available on the Internet at <http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>. One of the desired outcomes of the demonstration project will be a recommendation to school divisions for local purchase of successful hardware, software, communication and training solutions that result from the demonstration periods and formal third-party technical evaluations.

During the demonstration project, the selection, purchase and contracting for the demonstration sites themselves will be the obligation of DOE. However, individual school divisions not participating in the demonstration project may use legislative funds to purchase technology components that are compatible with Offeror solutions being field-tested during the demonstration.

With the exception of the demonstration project that is focused, first, at the high school level, it is not anticipated that DOE will use legislative funding to contract for a statewide purchase and implementation of the infrastructure elements of the successful demonstration solution(s). The costs of the testing elements of the demonstration solution will be funded annually through DOE. Regardless of funding status, successful demonstration solution(s) will be communicated in their entirety to all school divisions, including DOE requested changes and enhancements to the solution(s) made during the course of the initiative.

**Post-Implementation Documentation:** At least two (2) weeks prior to the submission of the final report, the Offeror shall present a report detailing all technical specifications of the installed solution used at each demonstration site. The State agency shall have the right to modify and/or to require additional elaboration as it deems necessary to insure a comprehensive and thorough technical documentation document is provided to the agency.

### ***Assignment of Demonstration Sites***

Demonstration sites will be selected after the closing date of this RFP and assigned to selected Offerors during the RFP Contracting Period. Remote demonstration site location will not be a consideration when assigning sites to selected Offerors. However, the Department will attempt to ensure that roughly equal distances between demonstration site schools exist for each of the successful Offerors.

Demonstration projects will commence no later than the month of February 2001 with duration of at least two weeks at each demonstration site. Demonstrations may be held concurrently, or consecutively, at the Department's discretion.

### ***Third – Party Evaluation Process***

The demonstration projects are limited in scope, however full implementation of online SOL testing in 2003 will require scaling of the proposed solution to accommodate live SOL testing in high schools statewide. Due to the high stakes nature of this program, the DOE anticipates contracting with a third-party to stress test the proposed solution. The Offeror(s) selected must be prepared to provide to an independent third-party, appropriate information regarding the proposed solution and may be subject to independent technical testing by a third-party to ensure the system will perform adequately in the production environment.

The Department of Education anticipates these third-party tests to include, but not be limited to, such elements as:

- Transaction security and logging
- Connectivity throughput and bottleneck identification
- Simulated traffic loads and response assessment
- User volume and database capacity

### ***Innovation in the RFP***

The Virginia Department of Education is seeking one or more solutions that fulfill the specific technological needs outlined in this document. Vendors will not be penalized for turnkey specifications that exceed the minimum definition of institutional readiness presented above or in the three high school prototypes set out in Section 2. Technology solutions may include traditional wired, satellite, wireless, or a combination of each. Possible scenarios might include, but are not limited to:

- Satellite communications to central offices and T-1 lines to schools with traditional wired client workstations;
- Two-way microwave wireless or satellite communications to all schools with traditional wired client workstations;
- A combination of the above with wireless client workstations; or
- A combination of the above with something other than a traditional client workstation.

### ***E-Rate Eligibility***

The DOE requests that vendors seek E-Rate eligible products that would lower the overall cost of implementation. Evaluation and scoring methods highlighted later in the document will reward vendors with solutions that are cost-effective when cost projections are extrapolated to the state as a whole. Offerors are encouraged to maximize the use of "E-Rate" eligible products and services in the turnkey solution proposed. The average E-Rate discount for Virginia high schools is approximately 50 percent. Potential E-Rate savings from Priority One (telecommunications and Internet access) services may be used to offset Offeror's total package price. Priority Two services (internal connections) will not offset Offeror's package price, as funding for Priority Two services may not be likely.

## Schedule for the Request for Proposal Process and Contract Award

Successful implementation of this initiative requires strict adherence to a predetermined schedule. Throughout the RFP process, the Virginia Department of Education will follow the schedule presented below. Each Offeror must attend the mandatory pre-proposal conference and provide all applicable documents on or before each of the stated due dates, subject to disqualification. Offerors should bring with them a self-addressed stamped envelope if a notice of award is desired.

Event	Day	Due Date *
RFP Published / Mailed to Offerors	Friday	October 13, 2000
Mandatory Pre-Proposal Conference	Tuesday	October 24, 2000
Deadline for Submission of Written Questions to RFP	Thursday	October 26, 2000
Electronic Mail Response to Written Questions Regarding the RFP (Issue Addenda, as necessary)	Friday	October 27, 2000
<b>Proposals Due 3:00pm EST</b>	<b>Monday</b>	<b>November 13, 2000</b>
Notice of <i>Intent to Award</i> Posted	Monday	December 4, 2000

\* *VDOE reserves the right to revise the above schedule.*

### ***The Proposal Process***

Attendance at the Pre-Proposal Conference is mandatory for all organizations desiring to respond to this RFP, whether the Offeror is bidding individually, or as a member of a consortium.

The point-of-contact for all questions related to the RFP and this process is:

- Ms. Cameron M. Harris .....(804) 225-2102

Oral presentations of the Offeror's turnkey solutions are not expected to be part of this RFP. However, at its option, VDOE may request solution demonstrations during the negotiation process to clarify proposal details where necessary. These demonstrations may be viewed on-site or remotely, depending upon the nature of the issues and questions involved.

## Implementation Timing for the Demonstration Project

Vendors will be required to meet all DOE deadlines. DOE expects to adhere to the following implementation schedule.

Milestone	Start Date	Finish Date
Offerors install and test all necessary equipment and systems required to conduct demonstrations	January 2001	February 2001
Conduct demonstrations at selected sites (not all demonstrations will be concurrent)	February 2001	March 2001
Conduct demonstration results analysis (begin analysis of each demonstration as it ends)	February 2001	April 2001
High Schools build basic LAN/WAN infrastructures starting with specs identified in Offeror RFP responses	November 2000	October 2002
Technology solution selected	May 2001	May 2001
Detailed architectural guidelines developed and distributed to divisions based upon final technology solution selected	May 2001	June 2001
High Schools build advanced infrastructures to support final technology delivery solution	June 2001	October 2002
High School readiness certifications reviewed and approved/disapproved	January 2002	December 2002
Comprehensive (end-to-end) operational readiness testing at each school prior to placing new assessment system into production	January 2003	March 2003
Independent third-party capacity testing and audit, if deemed necessary	January 2003	March 2003
First assessment examinations given via new delivery system	Spring 2003	Spring 2003
Review and evaluation of delivery system	May 2003	June 2003
Finalize plans for expanding delivery system to middle and elementary schools in Virginia	June 2003	July 2003
Begin expansion project	July 2003	June 2006

## Response to the RFP – Mandatory and Optional Response Elements

### *Explanation of Requirements Found in Sections 1, 2, 3, and 4*

Requirements in Sections 1, 2, 3 and 4 have been presented in tables or templates, numbered for easy reference and classified as mandatory or optional. In addition, requirements and their relative importance to the overall evaluation, high, medium and low, have been summarized later in this document as well as in an electronic template. Words such as "must" and "requires" are mandatory requirements. Words such as "desire", "prefer", and "should", can be interpreted to mean optional requirements.

Type	Description
<i>Mandatory</i>	<i>The turnkey solution(s) must provide the defined functionality or response</i>
<i>Optional</i>	<i>The turnkey solution(s) may but need not provide the defined functionality or response</i>

Notice: Some requirements have been listed as mandatory and some requirements have been listed as optional. Not meeting or addressing a mandatory requirement may be grounds for elimination during the evaluation process.

Some of the required features, functions or competencies requested may not be provided by the Offeror directly, but through an alternative architecture, collaboration or partnership with another Offeror(s), integration work, or custom development. Where this is the case, these must be noted on the RFP response document in the appropriate sections. If any of these alternatives affect timing and delivery in the demonstration project, these changes must similarly be presented and discussed. Importance qualifiers, high, medium or low, show a requirement's overall importance relative to the evaluation.

Importance	Description
<i>High</i>	<i>The importance or value of this feature or functionality, as a discriminator in the evaluation, is high</i>
<i>Medium</i>	<i>The importance or value of this feature or functionality, as a discriminator in the evaluation, is medium</i>
<i>Low</i>	<i>The importance or value of this feature or functionality, as a discriminator in the evaluation, is low</i>

## Master List of RFP Testing and Technical Requirements

Sections 1 and 2 comprise the main priorities of the demonstration initiative, namely, on-line testing and infrastructure readiness. Offerors will be asked to complete this proposal using the electronic template for these sections (and others). This electronic RFP Template may be downloaded from: [www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html](http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html)

<b>Testing Requirements – Section #1</b>	<b>Item #</b>	<b>Page Reference</b>
Test Security	1.1	14-15
Presentation of Tests and Test-related Information and Materials	1.2	15-16
Interface with the Existing Assessment Contractor	1.3	16
Data Management — Student Demographic Data	1.4	16-17
Scoring and Reporting	1.5	17-18
Training and Support	1.6	18
System Safeguards	1.7	19
Comparability	1.8	19
System Use of Assessment Results	1.9	19-20
<b>Technical Requirements – Section #2</b>	<b>Item #</b>	<b>Page Reference</b>
User Interface (non-proprietary) and Workstation Hardware	2.1	22
User Training and Documentation	2.2	22-23
Security Model	2.3	24
Connectivity Requirements – Located within Offeror Demonstration Test Center During the Demonstration Period	2.4	24-25
Server Requirements	2.5	25
Database Platform, Processing and Administration	2.6	25-26
Product Support ( for User Hardware, Software and Connectivity)	2.7	26
Service Levels, Technical Monitoring and Reliability Targets	2.8	26-27
Project Management	2.9	27
General Product Information	2.10	27-28
Single Vendor and/or Partnership Information	2.11	28
School Building Hardware Requirements	2.12	29
Offeror Pricing Information	2.13	46
<b>Teacher Desktop Survey Requirements – Section # 3</b>	<b>3.1</b>	<b>50</b>
<b>Mandatory and Optional Cost Elements – Section # 4</b>	<b>4.1/2</b>	<b>52</b>
<b>General Requirements – Section # 5</b>	<b>All</b>	<b>57</b>
<b>Special Terms and Conditions – Section #6</b>	<b>All</b>	<b>68</b>



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## Section 1 – Response to Minimum Testing Requirements

### *User Response Template*

The State of Virginia sees technology support in schools as critical to the effective support of teaching, learning and testing in the “schools of tomorrow.” Thus, Governor Gilmore’s initiative is designed to put all Virginia schools, beginning with its public high schools, on a solid path for integrating technology into the classroom for ease of use by the teacher and student. The initial emphasis on software applications will be for SOL Testing and SOL Instruction. Offerors may find a complete listing of the number of SOL tests administered in each high school in the spring at: <http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>.

Each Offeror to this proposal must document their turnkey solution using the electronic template and the following numbering system:

User Requirements	User Response #
Test Security	Responses 1.1 to 1.1.2
Presentation of Tests and Test-related Information and Materials	Responses 1.2 to 1.2.10
Interface with the Existing Assessment Contractor	Responses 1.3 to 1.3.4
Data Management — Student Demographic Data	Responses 1.4 to 1.4.4
Scoring and Reporting	Responses 1.5 to 1.5.6
Training and Support	Responses 1.6 to 1.6.1
System Safeguards	Responses 1.7 to 1.7.3
Comparability	Responses 1.8 to 1.8.1
System Use of Assessment Results	Responses 1.9 to 1.9.8

The solution(s) proposed by the Offeror must address the following information with respect to the delivery of the on-line SOL assessments:

### ***Response 1.1 – Test Security***

The SOL tests at the high school level are high stakes tests. Students must pass certain required numbers of SOL tests in order to be awarded various diplomas under Virginia’s Standards of Accreditation. Given the high stakes nature of these tests, attention to the security of the tests is essential. Offerors must provide sufficient information to attest to their solution’s ability to meet the requirements outlined on the following page.

Requirement	Response	Importance
(1.1.1) Verification of student identity	<i>Mandatory</i>	<i>High</i>
(1.1.2) Control for the following: <ul style="list-style-type: none"> <li>▪ (1.1.2.a) Printing all or part of the tests while in the process of the on-line administration</li> <li>▪ (1.1.2.b) Visiting web sites to find answers to the questions</li> <li>▪ (1.1.2.c) E-mailing of all or part of the test to anyone</li> <li>▪ (1.1.2.d) Cutting and pasting of all or part of the test to another application</li> <li>▪ (1.1.2.e) Use of other desktop applications during test administration</li> <li>▪ (1.1.2.f) Confidentiality regarding test access and access to student information before, during and after testing</li> </ul>	<i>Mandatory</i>	<i>High</i>

### ***Response 1.2 – Presentation of Tests and Test-related Information and Materials***

Various SOL tests require that the student have available certain ancillary materials for use during testing. These are outlined in the test blueprints and include such things as the Periodic Table of Elements, calculators and formula sheets. Offerors must propose solutions that address the manner in which such materials will be made available during test administration.

The use of technology will pose challenges to Offerors to provide SOL tests in a manner comparable to the paper-and-pencil tests currently available. Offerors should provide extensive information on the ways in which their solutions will provide comparable test situations as noted in the section below.

Requirement	Response	Importance
(1.2.1) Test administration will incorporate the ancillary materials required in the SOL tests, such as the Periodic Table of Elements and formula sheets. These requirements may be found in the SOL test blueprints on the Department's web site. Describe the manner in which the proposed solution addresses the provision of these materials.	<i>Mandatory</i>	<i>High</i>
(1.2.2) Access to the tests for students and teachers	<i>Mandatory</i>	<i>High</i>
(1.2.3) Input of student responses through mouse and keypad	<i>Mandatory</i>	<i>High</i>
(1.2.4) Manner in which students navigate inside the tests to include returning to review questions and change previously entered answers	<i>Mandatory</i>	<i>High</i>
(1.2.5) Manner in which the various item formats will be presented. For example, how will reading passages be shown with their related questions?	<i>Mandatory</i>	<i>High</i>
(1.2.6) Manner in which items implying the use of manipulatives will be addressed	<i>Mandatory</i>	<i>High</i>
(1.2.7) Impact of varying screen resolutions and monitor sizes on the presentation of the items compared to the paper versions	<i>Mandatory</i>	<i>High</i>
(1.2.8) Manner in which students will familiarize themselves with the system prior to actual testing	<i>Mandatory</i>	<i>High</i>
(1.2.9) Verification that special symbols such as those in mathematics or chemistry will be accurately portrayed on-line	<i>Mandatory</i>	<i>High</i>

Requirement	Response	Importance
(1.2.10) The Offeror will demonstrate any accommodations available in their product for special populations, such as the visually or hearing impaired.	<i>Optional</i>	

### ***Response 1.3 – Interface with the Existing Assessment Contractor***

Test forms will continue to be developed by the existing assessment contractor, Harcourt Educational Measurement (Harcourt). Offerors must accept the test forms from this Offeror for use in the on-line system proposed. Relative to the test forms, the text will be available in Microsoft Word for Windows 97, the line art is in Adobe Illustrator 8.0 and the pixel-based art is in Adobe PhotoShop 5.0. Offerors should expect the test forms to be available 2-4 weeks prior to the testing period. During the demonstration period, the existing test forms will be used for evaluation purposes.

Requirement	Response	Importance
<p>(1.3.1) The Offeror must take into consideration that multiple forms of each SOL test will be available for each administration. Typically, for each test during a spring administration, two or three live/core forms are available. Currently there are 40 total variations to accommodate the embedding of approximately 10 field test items around the core forms. For example, the Algebra I test for spring might have two different live forms and 20 variations of live form one and twenty variations of live form two for a total of 40 form variations. The fall administration currently requires two forms and the summer administration currently requires one form.</p> <ul style="list-style-type: none"> <li>▪ (1.3.1.a) Student test form use must be tracked and provisions included for administration of a back-up test form in the event that the student's initial test session is deemed invalid requiring testing with an alternate form.</li> </ul>	<i>Mandatory</i>	<i>High</i>
(1.3.2) Output from the student testing session must include all currently required and optional student demographic data as well as student responses. The output must comport with the current file structure used by Harcourt for scoring. Such output must interface with the existing scoring system to allow the transmission of such records to the current Contractor for the purpose of aggregation. An example of the output file structure may be found in <a href="http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html">http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html</a> .	<i>Mandatory</i>	<i>High</i>
(1.3.3) Offerors must certify the accuracy of any and all scoring tables and output that will be provided through the on-line testing solution.	<i>Mandatory</i>	<i>High</i>
(1.3.4) Offerors must specify the timelines upon which output records from the student test sessions will be provided to the existing contractor and the availability of staff for troubleshooting.	<i>Mandatory</i>	<i>High</i>

### ***Response 1.4 – Data Management - Student Demographic Data***

Information from the on-line test administrations must merge back into the total state testing data pool that will continue to reside with the current contractor. The accuracy of student demographic data and the smooth transition of all test information to the current contractor are a high priority. Offerors must provide specific information regarding how the requirements presented below will be addressed.

Requirement	Response	Importance
(1.4.1) The proposed solution must capture all current and anticipated student demographic data. Offerors should consider that while most information is entered by the student, some areas such as participation in programs for students with disabilities and program exclusions must be entered by the Examiner or other adult within the school. Offerors <u>must</u> plan for the upcoming Federal requirements regarding racial/ethnic category changes.	<i>Mandatory</i>	<i>High</i>
(1.4.2) Offerors must include the ability of the demographic data to be loaded electronically into the system before testing. Offerors should anticipate that pre-loaded demographic information will be available in a variety of formats. Exact requirements regarding such must be specified.	<i>Mandatory</i>	<i>High</i>
(1.4.3) What student demographic data is available in your product for reporting with performance data?	<i>Optional</i>	
(1.4.4) Describe how the product reports student performance against a specific task or activity.	<i>Optional</i>	

### ***Response 1.5 – Scoring and Reporting***

Much of the impetus for Virginia’s on-line testing project has come from the need for students and educators to receive the results of SOL testing in a more timely manner while placing the test administration as late in the school year as possible to maximize instructional time. Scoring of SOL tests must conform to the principles of psychometric soundness as well as expediency. Offerors must provide sufficient information for the reader to understand the manner in which the proposed solution will address the requirements below.

Requirement	Response	Importance
(1.5.1) Post-equated tests. Currently the SOL tests operate on a post-equating model. Under this model, the actual pass/fail cut points for a particular test form are not known until equating occurs. Such equating cannot take place until a representative sample of the state has been submitted for scoring. Offerors should propose methods by which early tested student responses will be transmitted to the current contractor for equating. Offerors must specify the manner in which information will be returned to the student under this scenario. Any time-of-testing information and any information that will be supplied to the student or school after equating must be specified with sample report formats provided. Offerors should anticipate the requirement of sampling of test forms to early users in order to provide representative data for equating.	<i>Mandatory</i>	<i>High</i>
(1.5.2) Pre-equated tests. Under this model, the tests being administered would be equated and the pass/fail point known before test administration. This is not the current manner in which SOL tests are equated, but may be considered in the future. Offerors must specify the manner in which information will be returned to the student under this scenario. Any time-of-testing information that will be supplied to the student or school must be specified with sample report formats provided.	<i>Mandatory</i>	<i>High</i>

Requirement	Response	Importance
(1.5.3) Offerors must provide samples of reports that will be generated by their proposed system. Information contained in these reports must be no less than that currently provided. Samples of current SOL reports may be found in <a href="http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html">http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html</a>	<i>Mandatory</i>	<i>High</i>
(1.5.4) Offerors must provide information regarding the number of copies, point of printing, access to the reports and paper and print quality that will be provided. Such information shall be proposed in both print and electronic versions.	<i>Mandatory</i>	<i>High</i>
(1.5.5) Responses must include the manner in which the Offeror will ensure accuracy of all reports and data provided.	<i>Mandatory</i>	<i>High</i>
(1.5.6) Offerors should address any information that will be available to the Department to monitor test administration. Such information may include, but not be limited to, the number of students tested at any point in the testing window and system performance information.	<i>Mandatory</i>	<i>High</i>

### ***Response 1.6 – Training and Support***

The integrity of each test administration relies heavily upon the professional and appropriate actions of those charged with the supervision of the administration. Great care is now taken by Examiners in the paper-and-pencil administration of the SOL tests. Examiners are provided with guidance regarding the manner in which students are to interact with the tests and how to deal with improprieties and irregularities that will inevitably occur in such situations. Offerors must provide, via their responses to the requirements below, sufficient information to establish the manner in which training and support will be provided in the on-line testing scenario. Not only must the typical testing situation be addressed, additional situations involving the interaction of technology and testing must be addressed.

Requirement	Response	Importance
<p>(1.6.1) Offerors must provide detailed information on the manner in which school support staff will be trained in the on-line system. Such information must include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ (1.6.1.a) Anticipated length of time needed to train examiners and proctors</li> <li>▪ (1.6.1.b) Materials to be provided to include the manner in which such materials will be updated prior to each administration</li> <li>▪ (1.6.1.c) Support available at the time of testing to include availability of staff to address systems troubleshooting</li> <li>▪ (1.6.1.d) Anticipated level of support necessary for a student to become proficient in using the system. Such information must include the types of computer skills the student must possess in order to perform with ease on the proposed system and the manner in which the system will address the presence of these prerequisite skills prior to actual student testing</li> </ul>	<i>Mandatory</i>	<i>High</i>

### ***Response 1.7 – System Safeguards***

The use of technology has greatly enhanced the ability of everyone to create and access data. However, it has also illuminated the degree to which we rely on the systems to be in place, always functioning and without problem. When applying technology to high stakes testing, the requirements for system safeguards and reliability must be exacting. The program cannot suffer an unrecoverable loss of student data during testing sessions. Offerors must provide solutions that address this issue and provide a high level of assurance that student data will be protected from the idiosyncrasies that are plentiful in the application of technology.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(1.7.1) Ability of the proposed solution to handle power outages, interruption of Internet service, or other loss of access to the system, to include, but not limited to, the ability to recover entered data and responses	<i>Mandatory</i>	<i>High</i>
(1.7.2) Frequency of backups of data	<i>Mandatory</i>	<i>High</i>
(1.7.3) Availability of the data after test administration to the current contractor and the Department to include the length of time such information will be retained, manner of retention and security of retained information.	<i>Mandatory</i>	<i>High</i>

### ***Response 1.8 – Comparability***

Offerors should consider providing research information or conducting some research in order to substantiate the comparability of electronic testing and pencil-and-paper testing.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(1.8.1) Offerors must provide detailed information regarding the comparability of electronic testing and pencil-and-paper testing.	<i>Optional</i>	

### ***Response 1.9 – System Use of Assessment Results***

A strong advantage of electronic testing is the ease with which information will then be available for use in the classroom to address student academic needs. The options below represent areas that may be addressed by the Offeror.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(1.9.1) Describe the manner in which Offeror's turnkey solution supports the specific goals and intent of Virginia's program and process of education reform. (Response length should not exceed 500 words.)	<i>Mandatory</i>	<i>High</i>
(1.9.2) Describe whether or not and how individual student assessment results are entered, updated, and deleted.	<i>Optional</i>	
(1.9.3) Describe the solution's capability to import electronic transfer files of other assessment results (SOL and NRTs).	<i>Optional</i>	

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(1.9.4) Describe the process of exporting student assessment information electronically. Include a description of the output formats available.	<i>Optional</i>	
(1.9.5) Describe the capabilities for archiving and retrieval of historical data.	<i>Optional</i>	
(1.9.6) Describe specifically how a teacher can compare an individual student's performance against classroom, building, district, and national norms. Include information on visual representations of data that are available (graphs and charts).	<i>Optional</i>	
(1.9.7) Describe the statistical functionality provided for teachers and administrators. Does the system support standard and custom queries both? Can the system be queried for data offline and online?	<i>Optional</i>	
(1.9.8) What search level capabilities does the system support (e.g. by district, by school, by academic subjects and so on)?	<i>Optional</i>	

⋮

## Section 2 –Response to Minimum Technical Requirements

### *User Response Template*

The initial emphasis on software applications during the demonstration will be for SOL Testing and SOL Instruction. It is the intent of the legislature to provide funding during the demonstration project that allows for participating schools and school divisions to upgrade their technical architecture and equipment as necessary to user participation. The information provided by each Offeror must use the following response template, as was the case in Section 1.

User Requirements	User Response #
User Interface (non-proprietary) and Workstation Hardware	Responses 2.1 to 2.1.14
User Training and Documentation	Responses 2.2 to 2.2.11
Security Model	Responses 2.3 to 2.3.6
Connectivity Requirements (Located within Offeror Demonstration Test Center During the Demonstration Period)	Responses 2.4 to 2.4.6
Server Requirements	Responses 2.5 to 2.5.5
Database Platform, Processing and Administration	Responses 2.6 to 2.6.7
Product Support (for User Hardware, Software and Connectivity)	Responses 2.7 to 2.7.7
Service Levels, Technical Monitoring and Reliability Targets	Responses 2.8 to 2.8.7
Project Management	Responses 2.9 to 2.9.5
General Product Information	Responses 2.10 to 2.10.5
Single Vendor and/or Partnership Information	Responses 2.11 to 2.11.4
School Building Hardware Requirements	Response 2.12 and User Templates # 1, 2, 3 & 4
Offeror Pricing Information	Responses 2.13 to 2.13.4

In addition, the Offeror must:

1. Provide a complete inventory of all hardware elements required of the proposed system on the New High School #1 Inventory Form that is reproduced in ***Response 2.12*** on pp. 32-37; and,
2. Provide data flow and physical components diagrams of the turnkey solution presented for consideration on pp. 38-39.



### ***Response 2.1 – User Interface (non-proprietary) and Workstation Hardware***

The Department of Education seeks a solution that accommodates the diversity of technical architectures in school systems across the state. For this reason, if a computer-based system is proposed, a non-proprietary user interface that uses a browser is required. Computer-based systems for SOL testing must also be operating system independent. The proposed solution must address the possibility that communications may be lost in the middle of testing, providing for synchronization of data when reconnected. The department also seeks responses that include functionality for administrative use.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.1.1) Proposed solution uses a browser interface for SOL Testing	<i>Mandatory if solution is computer-based</i>	<i>High if solution is computer-based</i>
(2.1.2) The proposed solution prevents the student from accessing other Web sites during SOL testing.	<i>Mandatory</i>	<i>High</i>
(2.1.3) Proposed solution uses a browser interface for Administrative Use (query, report)	<i>Mandatory</i>	<i>Medium</i>
(2.1.4) Proposed solution does not use proprietary technologies limiting browser type. What web browsers are supported by the system? Be sure to include versions and platforms.	<i>Mandatory</i>	<i>High</i>
(2.1.5) Proposed solution for SOL Testing is platform and operating system independent.	<i>Mandatory if solution is computer-based</i>	<i>High if solution is computer-based</i>
(2.1.6) Proposed solution for Administrative Use is platform and operating system independent.	<i>Mandatory</i>	<i>Low</i>
(2.1.7) Describe the minimum hardware requirements needed to support the user interface for SOL Testing. Include required items such as pointing devices, graphics resolution, CD-ROM, sound card, keyboard type, etc.	<i>Mandatory</i>	<i>Medium</i>
(2.1.8) Describe the minimum hardware requirements needed to support the user interface for Administrative Use.	<i>Mandatory</i>	<i>Low</i>
(2.1.9) The proposed solution provides the ability to display information graphically or textually, at the users preference.	<i>Mandatory</i>	<i>Low</i>
(2.1.10) Describe the functionalities of users while offline such as what capabilities remain available to the student in the event of loss of communications, and how offline data is synchronized with the system when the user reconnects to the network.	<i>Mandatory</i>	<i>High</i>
(2.1.11) Describe how student answers to SOL test questions are saved in the database.	<i>Mandatory</i>	<i>High</i>
(2.1.12) Describe how SOL test questions are stored in the database and how they are transmitted to the user interface.	<i>Mandatory</i>	<i>Medium</i>
(2.1.13) Provide a functionality matrix displaying capabilities for teachers, proctors, administrators and students.	<i>Mandatory</i>	<i>High</i>
(2.1.14) Describe what technical accommodations are available to students with special needs.	<i>Mandatory</i>	<i>High</i>

### ***Response 2.2 – User Training and Documentation***

The Offeror is expected to provide full product support (hardware, software, and connectivity) for all server-based elements of the proposed solution for the term of the contract. Please provide user-training requirements for school or district-based elements of the proposed solution below.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.2.1) Specify the training requirement for school-based technical personnel (method of training available, classes required, estimated # of hours, training cost)	<i>Mandatory</i>	<i>High</i>
(2.2.2) Specify the training requirement for school or district-based administrators (method of training available, classes required, estimated # of hours, training cost)	<i>Mandatory</i>	<i>High</i>
(2.2.3) Specify the training requirement for teachers/test proctors (method of training available, classes required, estimated # of hours, training cost)	<i>Mandatory</i>	<i>High</i>
(2.2.4) Specify the training requirement for students (method of training available, classes required, estimated # of hours, training cost)	<i>Mandatory</i>	<i>High</i>
(2.2.5) Specify the training requirement for VDOE Assessment staff (method of training available, classes required, estimated number of hours and training cost)	<i>Mandatory</i>	<i>High</i>
(2.2.6) The proposed solution provides comprehensive usage and administrative documentation on the test delivery system, the reporting tools and the web application.	<i>Mandatory</i>	<i>High</i>
<p>(2.2.7) The proposed solution provides comprehensive pre-installation documentation on network architecture, component configuration, application architecture, database design and maintenance and support procedures.</p> <ul style="list-style-type: none"> <li>▪ (2.2.7.a) A post-implementation report will be provided by Offeror that documents and diagrams the final, agreed network architecture, component configuration, application architecture, database design and maintenance and support procedures.</li> </ul>	<i>Mandatory</i>	<i>High</i>
<p>(2.2.8) The Offeror agrees to provide a document (hard copy and MS-Word format) in January 2001 that details the minimum architectural requirements for implementing the proposed solution in high schools with:</p> <ul style="list-style-type: none"> <li>▪ Less than 300 students;</li> <li>▪ 300-999 students;</li> <li>▪ 1000-1500 students; and</li> <li>▪ over 1500 students.</li> </ul> <p>The architectural requirements will include:</p> <ul style="list-style-type: none"> <li>▪ Desktop hardware requirements;</li> <li>▪ LAN/WAN requirements;</li> <li>▪ Internet Access Requirements; and,</li> <li>▪ Physical and technical security requirements.</li> </ul>	<i>Mandatory</i>	<i>Medium</i>
(2.2.9) Specify the training requirement for any other personnel not mentioned above (method of training available, classes required, estimated # of hours, training cost)	<i>Optional</i>	
(2.2.10) What training classes will the Offeror provide? Will classes be provided locally?	<i>Optional</i>	
(2.2.11) Is web-based training available?	<i>Optional</i>	

### ***Response 2.3 – Security Model***

The SOL testing program in high schools is a high stakes program. Students must pass certain tests in order to receive diplomas. The DOE seeks a solution that ensures the physical and logical security of all aspects of the testing system.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.3.1) Provide a detailed overview of the proposed solution's security model. Specify all of the security methods employed, from the client or desktop across the Internet to the underlying database platform and operating system, including specific authentication and encryption methods used.	<i>Mandatory</i>	<i>High</i>
(2.3.2) Describe how teachers/proctors are authenticated.	<i>Mandatory</i>	<i>High</i>
(2.3.3) Describe how students are authenticated.	<i>Mandatory</i>	<i>High</i>
(2.3.4) Describe how administrators are authenticated.	<i>Mandatory</i>	<i>High</i>
(2.3.5) Describe how accounts are issued and by whom. How are accounts expired?	<i>Mandatory</i>	<i>High</i>
(2.3.6) What auditing and transaction logging facilities are proposed?	<i>Mandatory</i>	<i>High</i>

### ***Response 2.4 – Connectivity Requirements - Located within Offeror Demonstration Test Center During the Demonstration Period***

The Offeror is expected to propose a turnkey solution that includes Internet connectivity to the Test Center. The Department of Education seeks a solution for the demonstration period that is scalable to statewide testing in 2003. This statewide solution must provide for a redundant Internet connection to support SOL testing in the event of a major ISP failure.

<b>Usage and Concurrent Users During Test Windows (Demonstration and Statewide)</b>	
Projected Maximum Number of Current and Concurrent Student Users During Demonstration Period	15,000
Projected Maximum Potential Number of Concurrent Student Users at full Statewide Implementation	130,000

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.4.1) How would the system scale to increased user base and larger district size. Offerors should use the following in this section: <ul style="list-style-type: none"><li>• Three high schools with 1200 students each</li><li>• Each school with 300 students testing at the same time with a variety of tests</li></ul>	<i>Mandatory</i>	<i>Medium</i>
(2.4.2) What is the maximum number of concurrent users (students) supported by the testing site Internet connection during the demonstration period? How will the connection be scaled to support statewide testing in 2003?	<i>Mandatory</i>	<i>Medium</i>

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.4.3) What is the maximum number of requests per second (hits) supported by the proposed solution during the demonstration period? How will the connection be scaled to support statewide testing in 2003?	<i>Mandatory</i>	<i>Medium</i>
(2.4.4) The Offeror will provide a redundant Internet connection via a different ISP when statewide testing occurs in 2003.	<i>Mandatory</i>	<i>High</i>
(2.4.5) Does the Offeror plan to use a Tier 1, 2 or 3 ISP for the demonstration period? For statewide testing?	<i>Mandatory</i>	<i>Medium</i>
(2.4.6) Describe the Internet connection from the server farm to the client desktop for the demonstration period. Include the Committed Information Rate, and hardware specifications.	<i>Mandatory</i>	<i>Medium</i>

### ***Response 2.5 – Server Requirements***

The Offeror is expected to propose a turnkey solution that includes hosting of all demonstration database and Web servers at the Demonstration Test Center. The Department of Education seeks a solution for the demonstration period that is scalable to statewide testing in 2003. The proposed solution should incorporate technologies that enable timely recovery of data in the event of a system failure.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.5.1) The proposed solution uses redundant database and web servers for statewide testing in 2003.	<i>Mandatory</i>	<i>Medium</i>
(2.5.2) The proposed solution uses disk mirroring or another technology to ensure data are not lost in the event of a hard disk failure.	<i>Mandatory</i>	<i>Medium</i>
(2.5.3) Provide a description of the server architecture addressing redundancy and the ability of the architecture to continue to function even with the loss of one component.	<i>Mandatory</i>	<i>Medium</i>
(2.5.4) Describe the scalability of the proposed server architecture for statewide SOL testing in 2003.	<i>Mandatory</i>	<i>Medium</i>
(2.5.5) The Offeror agrees to provide a Business Contingency Plan for the database and servers for statewide testing in 2003.	<i>Mandatory</i>	<i>Medium</i>

### ***Response 2.6 - Database Platform Processing and Administration***

The Department of Education seeks a robust database architecture that provides maximum functionality for import, export, query and reporting; and incorporates good database design and administration principles.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.6.1) The database is accessible for ad-hoc and standard reports	<i>Mandatory</i>	<i>Medium</i>
(2.6.2) The proposed solution includes restore & roll forward processes to recover a damaged database or server.	<i>Mandatory</i>	<i>Medium</i>
(2.6.3) Is the proposed solution ODBC compliant? What ODBC functionality does the product provide?	<i>Mandatory</i>	<i>Medium</i>

Requirement	Response	Importance
(2.6.4) Describe how the proposed solution makes use of import/export interfaces. Is the proposed solution SIF (Schools Interoperability Framework) compliant? Does the proposed solution use XML?	<i>Optional</i>	
(2.6.5) The proposed solution includes backup processes that can be executed during the time the database is accessible for reporting.	<i>Optional</i>	
(2.6.6) The Offeror will provide the physical database design.	<i>Optional</i>	
(2.6.7) Provide the name of the database software used.	<i>Optional</i>	

### ***Response 2.7 – Product Support***

The Offeror is expected to provide full product support (hardware, software, and connectivity) for all server-based elements of the proposed solution for the demonstration period and for statewide testing in 2003.

Requirement	Response	Importance
(2.7.1) What is the model(s) of support and training provided for the Offeror's solution? Describe the nature, amount of, and type of support that will be provided by the solution team for the hardware and software proposed.	<i>Mandatory</i>	<i>High</i>
(2.7.2) How will the Offeror provide technical support?	<i>Mandatory</i>	<i>High</i>
(2.7.3) What are the on-site staffing requirements for schools with less than 300 students during SOL test time?	<i>Mandatory</i>	<i>Medium</i>
(2.7.4) What are the on-site staffing requirements for schools with between 300 and 999 students during SOL test time?	<i>Mandatory</i>	<i>Medium</i>
(2.7.5) What are the on-site staffing requirements for schools with 1000 or more students during SOL test time?	<i>Mandatory</i>	<i>Medium</i>
(2.7.6) How will the Offeror provide end user support?	<i>Optional</i>	
(2.7.7) Will the Offeror provide Help Desk support on a 24/7 basis?	<i>Optional</i>	

### ***Response 2.8 – Service Levels, Technical Monitoring and Reliability Targets***

Delays or data loss due to system failure could compromise SOL test administration. The Offeror is expected to provide for system reliability at all times and should specify the tools and procedures in place to ensure system reliability. During SOL testing windows, 24x7 service levels are mandatory.

#### **Performance Service Levels During Test Windows**

Dates	Times	Transaction Time
During Test Windows	24 Hours per Day Seven Days Per Week (24/7)	2 seconds*
(2.8.1) Provide evidence that the Offeror will meet or exceed industry standard benchmarks on performance service levels.		

*\* Note: Network transit time is not included in the response time. Transaction time includes only application response time, defined as the time the request arrives at the web server to the time the response is returned through the web server.*

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.8.2) Describe the system's backup and archival functionality.	<i>Mandatory</i>	<i>Low</i>
(2.8.3) Describe the remote monitoring and troubleshooting tools that will be used.	<i>Mandatory</i>	<i>High</i>
(2.8.4) What impact will a system failure have on user data, platform stability and network stability? Specify the recovery procedures during a system failure.	<i>Mandatory</i>	<i>High</i>
(2.8.5) Describe the system performance information that will be available to DOE staff during SOL testing.	<i>Mandatory</i>	<i>Medium</i>
(2.8.6) Upon satisfactory completion of the demonstration projects and prior to statewide implementation in 2003, the Offeror agrees to provide results of industry standard benchmarks to demonstrate that the proposed solution will meet or exceed volume and scaling requirements.	<i>Mandatory</i>	<i>High</i>
(2.8.7) Specify the monitoring tools provided by the system for capturing hardware utilization information (CPU, Memory, Network) and software utilization (database usage, query response time, concurrent users, etc).	<i>Optional</i>	

### ***Response 2.9 – Project Management***

The Department of Education is required to conduct online, statewide high school SOL testing in 2003. The project must be delivered on time and within budget. The Offeror is expected to use a formal project management methodology in the development and implementation of the proposed solution.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.9.1) The Offeror must use a formalized project management methodology to develop the project plan.	<i>Mandatory</i>	<i>Medium</i>
(2.9.2) The Offeror's proposal must include a comprehensive project plan that incorporates the staffing plan (position assignments) of the Offeror's team, milestones, tasks, subtasks and resource requirements. The plan shall include formal end-of-phase audits.	<i>Mandatory</i>	<i>High</i>
(2.9.3) The proposed solution meets the required deadlines in the "Background and Proposal Guidelines" section, including contingency accommodations.	<i>Mandatory</i>	<i>High</i>
(2.9.4) The Offeror will provide a full time project manager, who will make weekly or as needed reports to the VDOE project team. The expectation is that the same person will be the project manager throughout the project.	<i>Mandatory</i>	<i>High</i>
(2.9.5) The Offeror will provide an overview of its plan to roll out the proposed solution for statewide implementation in 2003 and beyond.	<i>Mandatory</i>	<i>Medium</i>

### ***Response 2.10 – General Product Information***

The DOE is interested in positioning this demonstration project for long-term success. Offeror is encouraged to provide DOE with a thorough understanding of product and company stability so that DOE may manage project risk for the lowest impact on students, teachers and other stakeholders. Completion of this series of requirements should not be confused with a marketing exercise.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.10.1) What is the current release version(s) of the proposed product(s)? How many versions have been released since the last major revision (re-write or initial release)? When was the first version of the proposed product(s) released?	<i>Mandatory</i>	<i>Low</i>
(2.10.2) How long has the Offeror been in business? How long has the company been developing and supporting education software?	<i>Mandatory</i>	<i>Low</i>
(2.10.3) For each product proposed, what is the total client base using this version of the product?	<i>Optional</i>	
(2.10.4) How many full time employees will the Offeror commit to this demonstration project? How many technical people are available to architect, design, code, test, and support the proposed solution?	<i>Optional</i>	
(2.10.5) Is there a user group for this product? What is the current membership?	<i>Optional</i>	

### ***Response 2.11 Single Vendor and/or Partnership Information***

DOE understands the complexity of the contract it wants to establish with one or more vendors. We are encouraging vendors to work in collaboration or consortiums that will optimize the quality of knowledge and the effectiveness of the turnkey solution proposed in response to this RFP.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.11.1) The Offeror shall provide evidence of experience in providing the services described herein, including a list of previous clients and a description of the services provided to them. The Offeror has displayed, via the proposal, expertise in testing and assessment contracting in the K-12 environment. Such expertise may be gained through consortium partners and/or through strategic partnerships. The expertise of the Offeror and partners can be reviewed in the Project Management Plan and in the accompanying staffing plan for the work proposed.	<i>Mandatory</i>	<i>High</i>
(2.11.2) Offeror has experience managing at least one multi-disciplined (hardware procurement and installation, applications programming and management, training and documentation, and using formal project management methodologies) project of this size and type – either as a single vendor or together with subcontractors. The Offeror must identify the program(s) for which such work was completed and provide the name, address, and telephone number of the official responsible for the program.	<i>Mandatory</i>	<i>High</i>
(2.11.3) Offeror understands and is experienced in systems integration issues in multiple entity, multiple location production environments.	<i>Mandatory</i>	<i>Medium</i>
(2.11.4) Offeror is experienced in testing and assessment contracting. All companies or organizations collaborating on a response to this RFP must be identified in this requirement. One of the companies in a consortium <u>must</u> be named as the prime contractor for the duration of the contract.	<i>Mandatory</i>	<i>High</i>

### ***Response 2.12 – School Building Hardware Requirements***

The Commonwealth of Virginia has 132 school divisions with 1838 public schools in total. The 1838 schools breakout as follows:

• Alternative Schools	36
• Combined Schools	45
• Elementary Schools	1162
• High Schools	287
• Middle Schools	288
• Special Education Schools	20

RFP Requirement 2.12 is based on two facts:

1. That new high schools will be built in Virginia over the next five years that will have to configure technology architectures for SOL on-line testing, instruction and remediation; and,
2. That existing high schools will have to upgrade their existing technology infrastructures to meet the technical requirements of Offeror responses.

The information requested from Offerors, as follows, will help DOE inform school divisions, both new and existing, about the technology investments they can expect through the demonstration project and beyond. Four templates follow; 1) New High School #1 Inventory Form - Technical Specifications Sheet; 2) High School #2 - Physical Architecture; 3) High School #3 - Physical Architecture; and, 4) High School #4 - Physical Architecture.

#### **Template 1 - New High School #1 Inventory Form**

Please complete this Inventory Form as if Offeror was installing its turnkey solution in brand new High School #1 with current connectivity architectures. Please indicate each of the components a new school division or school would have to purchase if a school wanted to replicate Offeror's turnkey system within its new facilities, presuming that the school has connectivity in place but does not have any equipment of its own. Test Metrics have been projected for High School #1 which Offeror should use to anticipate the number of workstations this school would require for optimization of the Offeror's turnkey solution that has resulted from Offeror's completion of Sections 1 and 2.

#### **Templates 2, 3 and 4 - High Schools #2, #3 and #4**

Virginia schools do not currently have a single WAN, LAN or platform architecture in use statewide. Multiple Internet Service Providers are used. Once Template 1 is complete, Offeror must review each of three prototype infrastructure configurations for High School #2, High School #3 and High School #4. These configurations are representative of the technology infrastructure found currently in Virginia school divisions. In contrast to Template #1, Offeror is asked to indicate additional, new or add-on components that would be required to allow an existing high school to run Offeror's solution during and after the demonstration initiative. All high schools participating in the demonstration project will be using these templates to start the upgrade of their technology architecture.



The following definitions are supplied in reference to their use in the following sections presenting High Schools #2, #3 and #4.

**Definitions:**

An Internet Computer is defined as:

- Connected via the school LAN (wired or wireless),
- Running the TCP/IP protocol stack,
- Running Netscape 4.x or later OR Internet Explorer 4.x or later,
- Pentium 133 MHz, 32 MB RAM, Windows 95, Windows 98, Windows 2000, or Windows NT 4.0

OR

- PowerPC, 200 MHz, 32 MB RAM, MacOS 8.5 or later

OR

- Thin client workstation with equivalent capability.

A Network Drop is defined as:

- Typically, a single RJ-45 wall outlet connection, not a port on a hub or switch.

A Thin Client is defined as:

- A centrally managed computer typically designed to support specific tasks or applications that originate and execute on a server, with display executing on the desktop. A Thin Client is also referred to as a NetPC or Smart Terminal.

## *Template 1 – New High School #1 Inventory Form*

### *Testing Metrics Projected for the Average New High School*

<b>Benchmark Metrics</b>	<b>New High School – Average</b>
# of Students to be Tested	1200 Students – Grades 9-12
# of Tests per Student	Variable
# of Test Windows	Three per Year
# of Tests in Recent Spring Test Window	4000
# of Test Forms per Content Area	12 tests; Two Forms per Test
Physical Architecture	Offeror Completes Template Below

The above table represents the average test metrics anticipated in any of the new high schools to be built in Virginia over the next five years. Offeror's should use these metrics to undertake the sizing of hardware and other equipment required for High School #1. Again, Offeror should treat High School #1 as if it has just been built with current connectivity protocols, but has not yet purchased any of the infrastructure components necessary to participate in the demonstration project.

Category	Item	Equipment Specifications	Space Provided to Document Vendor Turnkey Solution
Networking Equipment	Switch	Type/Speed	
	Router	Type	
	Hub	Type/Speed	
	Network Wiring	Type	
	Firewall	Type	
	Server	Processor Type	
		Processor Speed	
		RAM Type	
		RAM Capacity	
		Hard Drive Type	
		Hard Drive Speed	
		Hard Drive Capacity	
		CD-ROM/DVD Type	
		CD-ROM/DVD Speed	
		Ethernet Card Type	
		Operating System	
	Internet Access	Dedicated Access Type	
	Modem Lines	Dedicated Line Type	
	Modems		
	WAN Access		
	CD ROM Tower	Type	
		Speed	
		Capacity	

Category	Item	Equipment Specifications	Space Provided to Document Vendor Turnkey Solution
Computers	IBM Compatible	Processor Type	
		Processor Speed	
		RAM Type	
		RAM Capacity	
		Hard Drive Type	
		Hard Drive Speed	
		Hard Drive Capacity	
		CD-ROM Type	
		CD-ROM Speed	
		A/V Input/Output	
		Ethernet Card Type	
		Modem Speed	
		Operating System	
		Browser	
	Apple	Processor Type	
		Processor Speed	
		RAM Type	
		RAM Capacity	
		Hard Drive Type	
		Hard Drive Speed	
		Hard Drive Capacity	
		CD-ROM/DVD Type	
		CD-ROM/DVD Speed	
		A/V Input/Output	
		Ethernet Card Type	
		Modem Speed	
		Operating System	
		Browser	
	Other (Specify)	Processor Type	
		Processor Speed	
		RAM Type	
		RAM Capacity	
		Hard Drive Type	
		Hard Drive Speed	
		Hard Drive Capacity	
		CD-ROM/DVD Type	
		CD-ROM/DVD Speed	
		A/V Input/Output	
		Ethernet Card Type	
		Modem Speed	
		Operating System	
		Browser	

Category	Item	Equipment Specifications	Space Provided to Document Vendor Turnkey Solution
Printers	Laser Printer	Manufacturer	
		Model	
		Network Compatibility	
		Resolution	
		Color Capable	
		Pages Per Minute Black	
		Pages Per Minute Color	
		RAM	
		Paper Capacity	
	Ink Jet Printer	Manufacturer	
		Model	
		Network Compatibility	
		Resolution	
		Color Capable	
		Pages Per Minute Black	
		Pages Per Minute Color	
		RAM	
		Paper Capacity	
	Other Printer (Specify)	Manufacturer	
		Model	
		Network Compatibility	
		Resolution	
		Color Capable	
		Pages Per Minute Black	
		Pages Per Minute Color	
		RAM	
		Paper Capacity	
	Other Printer (Specify)	Manufacturer	
		Model	
		Network Compatibility	
		Resolution	
		Color Capable	
		Pages Per Minute Black	
		Pages Per Minute Color	
		RAM	
		Paper Capacity	

Category	Item	Equipment Specifications	Space Provided to Document Vendor Turnkey Solution
Other Computer Devices	Scanner	Manufacturer	
		Model	
		Interface Type	
		Color Compatible	
		Pages Per Minute	
		Copy Capability	
	LCD Panel	Manufacturer	
		Model	
		Resolution	
	LCD Projector	Manufacturer	
		Model	
		Resolution	
	Miscellaneous (Name Component)		
	Miscellaneous (Name Component)		
Installation	Network		
	Computers		
	Printers		
	Other Computer Devices		
	Miscellaneous		

See following page to complete all pricing for New High School #1 – Average

## *Year 1 Implementation Pricing*

### **New High School Summary Infrastructure Year 1 Pricing (One Time Investment)**

Networking Equipment	_____
Computers	_____
Printers	_____
Other Computer Devices	_____
Installation	_____
<b><i>Year 1 Total Dollars</i></b>	<b>=====</b>

Offeror should use this space to provide explanation of or any additional information about how the proposed ***Infrastructure Pricing*** solution will be implemented in New High School #1.

### New High School Summary Testing Pricing (Year 1 and Recurring Price-per-Test)

Pricing Component	Year 1 Dollars	Year 2 % Incr.	Year 3 % Incr.	Year 4 % Incr.	Year 5 % Incr.
Application cost (License)	\$				
Maintenance cost (Annual)	\$				
Scoring and Reporting costs	\$				
Ancillary student materials, if applicable	\$				
Program administration materials, manuals	\$				
Data transfer: 1. Data transfer to current contractor- post equating scenario; 2. Data transfer to current contractor- student information, final; and, 3. Data transfer to DOE during administration period.	\$				
Back-up and archival costs	\$				
Training and support	\$				
Other, as dictated by the proposed solution	\$				
Other, as dictated by the proposed solution	\$				
Total	\$	N/A	N/A	N/A	N/A

Offeror is expected to price the Year 1 Implementation of this initiative using absolute dollars. Years 2 through 5 should be extrapolated from Year 1 Pricing using percentage increase for standard costs or or professional service cost escalation factors to demonstrate the annual increases in pricing that can be expected from the Offeror. Offeror also should use the space below to provide explanation of or any additional information about how the proposed pricing solution was determined for New High School #1.



***Data Flow Diagram – Offeror Turnkey Solution***

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***Physical Components Diagram – Offeror Turnkey Solution***

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## Template 2 – High School #2

### Testing Metrics

Benchmark Metrics	High School #2 — Small
# of Students to be Tested	250 Students – Grades 9-12
# of Tests per Student	Variable
# of Test Windows	Three per Year
# of Tests in Recent Spring Test Window	600
# of Test Forms per Content Area	12 tests; Two Forms per Test
Physical Architecture	See Below

### Physical Architecture

High School #2 obtains Internet services via the district WAN. The district has a full T-1 ATM circuit to Net.Work.Virginia located in the central office. Thirteen schools in the district are connected to the central office by 256K Frame Relay circuits. The high school has three computer labs with seven Internet-capable computers in each lab. There are two network drops per room and an average of one Internet-capable computer in each of 31 classrooms. All computers have a shared 10mb/s connection to the school LAN. The 75-year-old building is wired with Category 5 cable. There is one NT 4.0 file server in the Library/Media center. The librarian spends about 25 percent of her time on technology support.

Architectural Element	High School #2 Configuration	Changes/Additions Needed to Implement Proposed Solution
School receives Internet via District or Locality WAN	Yes	
District/Local Internet Circuit	1.544 Mb/second, Tier 2 ISP	
Number of Locations served by District/Local Internet Circuit	13	
School-to-WAN Committed Data Rate	256K Frame Relay	
Number of Classrooms in School	31	
Average number of Internet Computers in each classroom (see definition)	1	
Average number of Network Drops in each classroom (see definition)	2	
Number of Computer Labs in School	3	
Average number of Internet Computers in each lab (see definition)	7	
Average number of Network Drops in each lab (see definition)	2	

Architectural Element	High School #2 Configuration	Changes/Additions Needed to Implement Proposed Solution
Average Number of Internet Computers in Library/Media Centers	7	
Thin-client technology in use	No	
Secured site access	No – access to any secured site is blocked at the District firewall	
Ethernet/Token Ring/Other Protocols in use	100 percent Ethernet	
LAN data rate to desktop	Shared 10Mb/second	
Percent of Internet Computers using switched technology	None	
FTE Positions dedicated to technology support for this school	0.25	
Wiring information	100 percent Category 5	
Server information	There is one NT 4.0 server in the Library	
Other information	none	

Use this space to provide any additional information about how the proposed solution will be implemented in High School #2.

The approximate cost to upgrade High School #2 in order to implement the proposed solution (hardware and installation charges). \$\_\_\_\_\_

## Template 3 – High School #3

### Testing Metrics

Benchmark Metrics	High School #3 — Medium
# of Students to be Tested	926 – Grades 9-12
# of Tests per Student	Variable
# of Test Windows	Three per Year
# of Tests in Recent Spring Test Window	1850
# of Test Forms per Content Area	12 tests; Two Forms per Test
Physical Architecture	See Below

### Physical Architecture

High School #3 obtains Internet service via a T-1 circuit at the Central Office. Service is provided by A&B Telephone, a Tier 3 ISP. Although the committed information rate on this circuit is 1.544 Mb/s, only 720K/s is realized. Service is not good and downtime is frequent. Three other schools share this circuit. They are connected to the central office via 2-way microwave links at 10Mb/s (upstream and downstream). All of the school district's NetWare 4.11 file servers are located in the Central Office. High school #2 has 3 computer labs, with 17 Internet computers in each. The 45 classrooms have one Internet computer each. This is a campus school, built in 1998. Buildings are wired 5 drops per room with Category 5 cable. There are fiber uplinks between buildings. There are four computer support staff in the district who serve the Central office and the schools.

Architectural Element	High School #3 Configuration	Changes/Additions Needed to Implement Proposed Solution
School receives Internet via District or Locality WAN	Yes	
District/Local Internet Circuit	1.544 Mb/second, 720K realized, Tier 3 ISP	
Number of Locations served by District/Local Internet Circuit	3	
School-to-WAN Committed Data Rate	2-way microwave, 10Mb/s	
Number of Classrooms in School	45	
Average number of Internet Computers in each classroom (see definition)	1	
Average number of Network Drops in each classroom (see definition)	5	
Number of Computer Labs in School	3	
Average number of Internet Computers in each lab (see definition)	17	

Architectural Element	High School #3 Configuration	Changes/Additions Needed to Implement Proposed Solution
Average number of Network Drops in each lab (see definition)	5	
Average Number of Internet Computers in Library/Media Centers	24	
Thin-client technology in use	No	
Secured site access	Yes – all workstations may access secured sites	
Ethernet/Token Ring/Other Protocols in use	Ethernet, some AppleTalk	
LAN data rate to desktop	10/100 Mb/s	
Percent of Internet Computers using switched technology	100 percent	
FTE Positions dedicated to technology support for this school	0.5	
Wiring information	100 percent Category 5, Fiber uplinks between buildings	
Server information	There are two NetWare 4.11 servers in the Central Office	
Other information	This is a campus school	

Use this space to provide any additional information about how the proposed solution will be implemented in High School #3.

The approximate cost to upgrade High School #3 in order to implement the proposed solution (hardware and installation charges). \$\_\_\_\_\_

## Template 4 – High School #4

### Testing Metrics

Benchmark Metrics	High School #4 — Large
# of Students to be Tested	2009 – Grades 9-12
# of Tests per Student	Variable
# of Test Windows	Three per Year
# of Tests in Recent Spring Test Window	3500
# of Test Forms per Content Area	12 tests; Two Forms per Test
Physical Architecture	See Below

### Physical Architecture

High school #4 obtains Internet service via the district WAN. The district has a DS-3 ATM circuit to a Tier 1 ISP. Each of the 37 schools in the district has a full T-1 to the Central Office. There are 2 NT 4.0 servers in the school, one for administration and one for instruction. The LAN backbone is 100 percent switched and approximately half of the workstations are switched. There are 12 computer labs in High school #4 with 12 Internet computers per lab. Each of the 93 classrooms has one Internet computer. The 27-year old building was wired with Category 5 cable in 1997. There are five network drops per room. This school has a full time computer support person.

Architectural Element	High School #4 Configuration	Changes/Additions Needed to Implement Proposed Solution
School receives Internet via District or Locality WAN	Yes	
District/Local Internet Circuit Committed Data Rate	45Mb/Second ATM, Tier 1 ISP	
Number of Locations served by District/Local Internet Circuit	37	
School-to-WAN Committed Data Rate	1.544 Mb/Second	
Number of Classrooms in School	93	
Average number of Internet Computers in each classroom (see definition)	1	
Average number of Network Drops in each classroom (see definition)	5	
Number of Computer Labs in School	12	
Average number of Internet Computers in each lab (see definition)	12	
Average number of Network Drops in each lab (see definition)	10	

<b>Architectural Element</b>	<b>High School #4 Configuration</b>	<b>Changes/Additions Needed to Implement Proposed Solution</b>
Average Number of Internet Computers in Library/Media Centers	15	
Thin-client technology in use	Yes – two of the labs are equipped with NetPCs	
Secured site access	Some – access to some secured sites is blocked at the district firewall.	
Ethernet/Token Ring/Other Protocols in use	Mostly Ethernet, some Token Ring	
LAN data rate to desktop	10Mb/second or more	
Percent of Internet Computers using switched technology	About half switched. LAN Backbone is 100 percent switched	
FTE Positions dedicated to technology support for this school	1	
Wiring information	100 percent Category 5	
Server information	One NT 4.0 server for administration, One NT 4.0 server for instruction	
Other information	none	

Use this space to provide any additional information about how the proposed solution will be implemented in High School #4.

The approximate cost to upgrade High School #4 in order to implement the proposed solution (hardware and installation charges). \$\_\_\_\_\_



### ***Response 2.13 – Offeror Pricing Information***

DOE expects to use the pricing of the demonstration period to project the comprehensive costs to Virginia of scaling demonstration solution(s) to statewide implementation. We are separating the year one costs for infrastructure and testing from the recurring costs of online testing.

<b>Requirement</b>	<b>Response</b>	<b>Importance</b>
(2.13.1) Complete the pricing model for all components and services included in Section 2.12 – School Building Hardware Requirements – to present calculations for New High School #1. Complete pricing sheet on pp. 39-40 for New High School Summary Infrastructure Pricing (One-Time Investment) and New High School Summary Testing Pricing (Year 1 and Recurring Price-per-Test).	<i>Mandatory</i>	<i>High</i>
(2.13.2) Complete the pricing model for all components and services included in Section 2.12 – School Building Hardware Requirements – to present calculations for High Schools #2, #3 and #4. For High Schools #2, #3 and #4, the Offeror is asked only to “approximate cost to upgrade High School #X in order to implement the proposed solution.”	<i>Mandatory</i>	<i>Medium</i>
(2.13.3) Identify standard, recurring services available and pricing model for the purchase of those services (i.e., onsite consultation, customization, additional training, user support and documentation).	<i>Mandatory</i>	<i>Medium</i>
(2.13.4) Please indicate whether Offeror can provide an alternative pricing model and cost for a statewide licensing and implementation of the products and services included in this proposal. Show details and total for all statewide licensing costs using the following pricing parameters; 1) 389 schools; 316,757 full time equivalent (FTE) students; and, and 650,000 tests.	<i>Optional</i>	

# Virginia's Vision of Instructional Technology

## Summary:

Virginia is interested in the emerging vision of technology as it will expand access to high standards of teaching and learning for all teachers and students. In Spring of 2000, the Education Commission of the States (ECS) completed a study that was commissioned by the Gates Foundation to evaluate "a new generation of products and services [that] aim to integrate technology into the core elements of teaching and learning. These products give teachers tools at their fingertips that can close the accountability loop between standards, classroom practice and teaching."

Defining these technology based tools and services as *Smart Desktops for Teachers™*, the Education Commission of the States will soon release a comprehensive report on the emergence, design and availability of such systems for school, districts and state agencies everywhere. Indeed, components of such systems are already in use around the nation, but as of yet, technology and funding constraints have made widespread implementation of these systems out-of-reach for the average school.

The index to the right presents the nine individual components that together comprise ECS' definition of *Smart Desktops for Teachers*. These components and their associated definitions are reproduced directly following this page. The Virginia Department of Education recognizes that the *Statewide Web-based Standards of Learning Technology Initiative* outlined in this RFP incorporates several of the components of the *Smart Desktops* into its own initiative as follows:

- SOL Electronic Internet-Based Testing
  - Assessment
  - Web-Based Delivery
  - System Implementation
- SOL Instruction and Remediation
  - Standards Database
  - Instructional Support

Therefore, individual Offerors to this proposal are expected to use the blank template entitled *User Response Template – Section 3* found in this section to indicate whether or not the turnkey solution proposed by the Offeror incorporates other functionality (ies) not mandated by the RFP. In this way, DOE believes it is anticipating the system's use in expanded form well into this decade, without compromising the focus of web-based testing that is the highest priority of this demonstration initiative.

IT IS MANDATORY FOR OFFERORS TO COMPLETE THIS TEMPLATE. HOWEVER, POINTS WILL NOT BE ADDED TO THIS RFP FOR ADDRESSING FUNCTIONALITY FOR THE *TEACHER DESKTOP* THAT IS BEYOND THE MINIMUM TEST AND TECHNICAL REQUIREMENTS THAT ARE THE FOCUS OF THIS RFP.

Smart Desktops for Teachers <sup>1</sup>	
<b>Web-based Delivery</b>	<ul style="list-style-type: none"> <li>▪ Education Service Providers</li> <li>▪ District- or State-Operated Systems</li> </ul>
<b>System Implementation</b>	<ul style="list-style-type: none"> <li>▪ Training and Prof. Development               <ul style="list-style-type: none"> <li>▪ Train the Trainer</li> <li>▪ Self-paced Tutorial</li> <li>▪ Face to Face</li> </ul> </li> <li>▪ Technical Support</li> </ul>
<b>Standards Database</b>	<ul style="list-style-type: none"> <li>▪ Local/District</li> <li>▪ State</li> <li>▪ National</li> </ul>
<b>Instructional Support</b>	<ul style="list-style-type: none"> <li>▪ Integrated Curriculum Strategies</li> <li>▪ Learning Activities</li> <li>▪ Lesson Plan Database/Templates</li> <li>▪ Focused Tutoring/Assignment Management</li> <li>▪ Research Database</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Creating Assessments</li> <li>▪ Scoring Training/Guides</li> <li>▪ Exemplary Student Work</li> <li>▪ Assessment Reports and Analysis               <ul style="list-style-type: none"> <li>▪ Curriculum-embedded assessment</li> <li>▪ Stand-alone tests (state entrance)</li> </ul> </li> <li>▪ Monitoring Progress</li> <li>▪ Online Assessment</li> </ul>
<b>Data Collection and Analysis</b>	<ul style="list-style-type: none"> <li>▪ Data Analysis</li> <li>▪ Data Mining/Data Warehousing</li> <li>▪ Performance Comparisons</li> <li>▪ Student Skill Inventory/Portfolios</li> <li>▪ Web-posted Progress Reports</li> </ul>
<b>Access and Reporting Levels</b>	<ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ School/District Officials</li> <li>▪ Students</li> <li>▪ Parents</li> <li>▪ Community Members</li> <li>▪ Preservice Teachers</li> <li>▪ Teacher Educators</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Online Course</li> <li>▪ Email</li> <li>▪ Web Collaboration</li> <li>▪ Face to Face</li> <li>▪ Video/Quick Time</li> </ul>
<b>Teacher Productivity Tools</b>	<ul style="list-style-type: none"> <li>▪ Assessment Reports/Test Scores</li> <li>▪ Electronic Gradebook/Attendance</li> <li>▪ Electronic Report Card</li> <li>▪ Calendar</li> <li>▪ Syllabus Creator</li> </ul>

<sup>1</sup> Excerpted from Education Commission of the States. *Smart Desktops for Teachers*. August 2000, pp. 7-8 (This section of the RFP reproduces this chart alongside the definitions associated with each of these components.)

## Smart Desktops for Teachers™

**Education Commission of the States – August 2000**

The following definitions are provided to Offerors as explanation for each of the nine components of the Smart Desktops as defined by Education Commission of the States.

<b>Component</b>	<b>Definition</b>
<b>Web-based Delivery</b> <ul style="list-style-type: none"> <li>▪ <i>Education Service Providers</i></li> <li>▪ <i>District- or State-Operated Systems</i></li> </ul>	Districts and states may outsource all or portions of smart desktop systems to organizations that lease applications, thereby saving costs in equipment, software licenses and technical support. Alternatively, districts and states can run their own IT systems and seek outside providers for specific components. Most education agencies contract with vendors for at least part of the smart desktop system.
<b>System Implementation</b> <ul style="list-style-type: none"> <li>▪ <i>Training and Prof. Development</i> <ul style="list-style-type: none"> <li>— Train the Trainer</li> <li>— Self-paced Tutorial</li> <li>— Face to Face</li> </ul> </li> <li>▪ <i>Technical Support</i></li> </ul>	A carefully planned implementation can determine the ultimate success or failure of any technology endeavor, especially one as powerful as a smart desktop system. Decision-makers buying vendor products need to know specific training and support items included and the costs of additional consultations. Other implementation factors include additional staff training and troubleshooting, and teacher time to assimilate and adapt tools in productive, innovative ways of enhancing student achievement.
<b>Standards Database</b> <ul style="list-style-type: none"> <li>▪ <i>Local/District</i></li> <li>▪ <i>State</i></li> <li>▪ <i>National</i></li> </ul>	The smart desktop system includes an online database of district, state and/or national standards. Ideally, the standards drive the development and delivery of other components.
<b>Instructional Support</b> <ul style="list-style-type: none"> <li>▪ <i>Integrated Curriculum Strategies</i></li> <li>▪ <i>Learning Activities</i></li> <li>▪ <i>Lesson Plan Database/Templates</i></li> <li>▪ <i>Focused Tutoring/Assignment Management</i></li> <li>▪ <i>Research Database</i></li> </ul>	The technology and software support an integrated approach to instructional delivery derived from the standards. It includes an online database of standards-correlated lesson plans. Teachers may direct assignments to students, including remedial or advanced variations depending on student needs. Teachers may access research-proven instructional strategies, examples of best practice and other research materials for on-demand training/development.
<b>Assessment</b> <ul style="list-style-type: none"> <li>▪ <i>Creating Assessments</i></li> <li>▪ <i>Scoring Training/Guides</i></li> <li>▪ <i>Exemplary Student Work</i></li> <li>▪ <i>Assessment Reports and Analysis</i> <ul style="list-style-type: none"> <li>— Curriculum-embedded assessment</li> <li>— Stand-alone tests (state entrance)</li> </ul> </li> <li>▪ <i>Monitoring Progress</i></li> <li>▪ <i>Online Assessment</i></li> </ul>	Software guides teachers through the development of assessments to determine student mastery of material. Training for scoring performance-based or portfolio material is available including examples of student work at multiple levels of mastery. Reports and analysis allow teachers to diagnose student strengths/weaknesses and prescribe learning activities, as well as monitor progress. Online assessments allow for rapid scoring and more time for teachers to analyze the results.

<b>Component</b>	<b>Definition</b>
<b>Data Collection and Analysis</b> <ul style="list-style-type: none"> <li>▪ <i>Data Analysis</i></li> <li>▪ <i>Data Mining/Data Warehousing</i></li> <li>▪ <i>Performance Comparisons</i></li> <li>▪ <i>Student Skill Inventory/Portfolios</i></li> <li>▪ <i>Web-posted Progress Reports</i></li> </ul>	Comprehensive smart desktop solutions integrate student information systems with curriculum, instruction and assessment components. This allows for systematic data analysis and performance comparisons, data-driven decision-making, and information sharing among all stakeholders in the educational effort.
<b>Access and Reporting Levels</b> <ul style="list-style-type: none"> <li>▪ <i>Teachers</i></li> <li>▪ <i>School/District Officials</i></li> <li>▪ <i>Students</i></li> <li>▪ <i>Parents</i></li> <li>▪ <i>Community Members</i></li> <li>▪ <i>Preservice Teachers</i></li> <li>▪ <i>Teacher Educators</i></li> </ul>	Educators, students and stakeholders have varying levels of access to tools, data and reports depending on need. Teachers may have access to such tools as an electronic gradebook, calendar, curriculum and content databases, etc. for the classroom. Students may be able to access assignments, works in progress, scores and resources anytime, anywhere web tools are available. Principals may see school-wide data and comparative data for the school and schools with similar demographic/SES profiles in the state. District administrators may see an aggregate of student information across schools. Parents may see the student's classroom assignments, test scores, absences, resources for home study, etc. Preservice teachers and colleges of education may have access to and training on the smart desktop system.
<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ <i>Online Course</i></li> <li>▪ <i>Email</i></li> <li>▪ <i>Web Collaboration</i></li> <li>▪ <i>Face to Face</i></li> <li>▪ <i>Video/Quick Time</i></li> </ul>	Training to use the software and tools for the specific smart desktop system is available. Also, the system offers opportunities for educators to advance all areas of teaching competencies through online courses and refreshers; discussions and collaboration with colleagues; and shared lesson plans and resources, including video-based examples of best practice.
<b>Teacher Productivity Tools</b> <ul style="list-style-type: none"> <li>▪ <i>Assessment Reports/Test Scores</i></li> <li>▪ <i>Electronic Gradebook/Attendance</i></li> <li>▪ <i>Electronic Report Card</i></li> <li>▪ <i>Calendar</i></li> <li>▪ <i>Syllabus Creator</i></li> </ul>	Smart desktops may provide a variety of productivity tools that teachers can use to manage, analyze and share information.

Source: Education Commission of the States. Smart Desktops for Teachers. August 2000, pp. 7-8

<sup>1</sup> Excerpted from Education Commission of the States. Smart Desktops for Teachers. August 2000, pp. 7-8 (This section of the RFP reproduces this chart alongside the definitions associated with each of these components.)

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## Section 3 – Response to Teacher Desktop Survey™ Requirements

### *User Response Template 3.1*

Offerors are expected to indicate in the second column whether or not Offeror’s turnkey solution also has any of the functionalities indicated in the list below. Offerors are expected to indicate responses in the template using the answers “Yes,” “No” or “In Development.” No additional paper may be used to supplement this template nor does DOE desire additional information beyond the answers requested. “Yes” means “in commercial release,” “No” means “not in commercial release and not currently in development,” and “In Development” means the functionality indicated will be available to the commercial marketplace for production environments within six months from the date of this RFP.

Teacher Desktop Elements	Yes / No / In Development
<b>Web-based Delivery</b> <ul style="list-style-type: none"> <li>▪ Educational Service Providers</li> <li>▪ District- or State-Operated Systems</li> </ul>	
<b>System Implementation</b> <ul style="list-style-type: none"> <li>▪ Training and Professional Development <ul style="list-style-type: none"> <li>– Train the Trainer</li> <li>– Self-Paced Tutorial</li> <li>– Face to Face</li> </ul> </li> <li>▪ Technical Support</li> </ul>	
<b>Standards Database</b> <ul style="list-style-type: none"> <li>▪ Local/District</li> <li>▪ State</li> <li>▪ National</li> </ul>	
<b>Instructional Support</b> <ul style="list-style-type: none"> <li>▪ Integrated Curriculum Strategies</li> <li>▪ Learning Activities</li> <li>▪ Lesson Plan Database/Templates</li> <li>▪ Focused Tutoring/Assignment Management</li> <li>▪ Research Database</li> </ul>	
<b>Assessment</b> <ul style="list-style-type: none"> <li>▪ Creating Assessments</li> <li>▪ Scoring Training/Guides</li> <li>▪ Exemplary Student Work</li> <li>▪ Assessment Reports and Analysis <ul style="list-style-type: none"> <li>– Curriculum Embedded Assessment</li> <li>– Stand-alone Tests (state, entrance)</li> </ul> </li> <li>▪ Monitoring Progress</li> </ul>	
<b>Data Collection and Analysis</b> <ul style="list-style-type: none"> <li>▪ Data Analysis</li> <li>▪ Data Mining/Data Warehousing</li> <li>▪ Performance Comparisons</li> <li>▪ Student Skill Inventory/Portfolios</li> </ul>	

<b>Teacher Desktop Elements</b>	<b>Yes / No / In Development</b>
<ul style="list-style-type: none"> <li>▪ Web-posted Progress Reports</li> </ul>	
<b>Access and Reporting Levels</b> <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ School/District Officials</li> <li>▪ Students</li> <li>▪ Parents</li> <li>▪ Community Members</li> <li>▪ Preservice Teachers</li> <li>▪ Teacher Educators</li> </ul>	
<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ Online Course</li> <li>▪ Email</li> <li>▪ Web Collaboration</li> <li>▪ Face to Face</li> <li>▪ Video/Quick Time</li> </ul>	
<b>Teacher Productivity Tools</b> <ul style="list-style-type: none"> <li>▪ Assessment Reports/Test Scores</li> <li>▪ Electronic Gradebook/Attendance</li> <li>▪ Electronic Report Card</li> <li>▪ Calendar</li> <li>▪ Syllabus Creator</li> </ul>	

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## Section 4 –Response to Mandatory and Optional Cost Elements

### **Cost and Pricing Data**

#### *Mandatory Cost Elements*

Offerors must submit cost and pricing data that will enable the Virginia DOE to fully understand and evaluate, 1) the comprehensive costs of the Offeror(s) turnkey solution during the demonstration project, and, 2) the scalability and affordability of the demonstration project to all students in the state of Virginia.

It is mandatory that Offerors complete the following sections of this RFP, using the electronic RFP template provided at <http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>. Failure to do so will result in rejection of the proposal as nonconforming. The sections of the RFP that must be completed by the Offeror include:

#### ***User Response Template – Section 1***

Response to Minimum Testing Requirements

#### ***User Response Template – Section 2***

Response to Minimum Technical Requirements

#### ***User Response Template – Section 3***

Response to Teacher Desktop Survey Requirement

#### ***User Response Template – Section 4***

Response to Mandatory and Optional Cost Elements

#### ***User Response Template – Section 5***

Response to all General Requirements as Indicated

#### ***User Response Template – Section 6***

Response to all Special Terms and Conditions as Indicated

#### ***Mandatory Pricing Summary Sheet – 4.1***

Offeror should summarize pricing completed in Section 2 templates in this section for evaluation reference.

Pricing Templates	Demonstration Initiative		Statewide Scale-up			
Found in Section 2	One-Time Infrastructure Pricing	Year 1 Summary Testing Pricing	Year 2	Year 3	Year 4	Year 5
Template #1 – New High School #1						
Template #2 – High School #2		N/A				
Template #3 – High School #3		N/A				
Template #4 – High School #4		N/A				

Offeror may provide explanatory comments to Mandatory Pricing in the following section:



## *Optional Cost Elements*

In addition, Offerors may submit responses to the following three Cost Options, although these three Cost Options are optional to the selection of the solutions for the demonstration project.

- Cost Option #1 – Offerors are requested to provide a detailed plan for the subsequent integration of technology into the SOL testing process. Examples of such enhancement include use of video clips, color and sound. Offerors should demonstrate the expansion capability of their proposed solution to accommodate their proposed enhancements and provide specific costs associated with each.
- Cost Option #2 – Offerors are asked to propose the following for use in Virginia’s schools to further the level of achievement of students on the Standards of Learning tests:
  1. Web-based computerized tests and assessments for the evaluation of student progress during and after remediation, and
  2. A remediation item bank directly related to the Standards of Learning

The purpose of the above programs is to provide Virginia’s schools with additional resources to address student needs related to the Standards of Learning. The Offeror’s response should include evidence of technical capacity and expertise in providing computerized tests and assessments, test construction, analysis and security.

Offerors should anticipate that the proposed solution would be made available to all, or part, of Virginia’s schools should the option be exercised. Offerors must provide per pupil costs for the proposed program for the next five years. These costs must be inclusive of all aspects of the program deemed required to implement fully the proposed solution.

- Any costs for staff development or ancillary materials needed to implement the proposed program must be stated. Proprietary software and any required licensing fees must be identified. Costs related to upgrades anticipated to software or hardware must be addressed in the Offeror’s response.
  - Technical requirements for installation of the proposed program must be clearly identified and take into consideration the status of Virginia’s schools in terms of connectivity and computer installation. (See Section 2 of the RFP.)
- Cost Option #3 – Offerors are asked to propose an Algebra Readiness Diagnostic Test (ARDT) for each of grades 6, 7, 8, and 9. The ARDT shall be designed to provide sufficient diagnostic information to inform remediation activities geared to provide the student with sufficient requisite skills to be successful in later mathematics coursework. Such coursework will include the subsequent grade level mathematics SOL and the SOL for Algebra I. Offerors should propose a solution which incorporates test items allowing “on-demand” test construction for pre-and post remediation administrations. The Offeror shall provide evidence that a quality item pool is currently available to support multiple test “form” construction at both the pre- and post-test levels.

The ARDT must meet the following criteria:

- Use the same reporting categories as the SOL tests for grades 5 and 8.

- Indicate the level of acceptable performance on each subtest area whereby remediation may be said to be successful.
- The database and user interface must generate, for users who respond incorrectly to an item, subsequent items at the next lowest prerequisite skill until either the user answers correctly or a predetermined bottom level has been reached. Remediation would be targeted at the lowest skill level of the items missed.
- Meet the industry standard requirements for psychometric quality of the items and tests proposed. Such standards should include field testing and proper test forms construction.

The ARDT must be designed to provide information at the student and school division levels. Individual student data should be aggregated to the division level, reporting for each reporting category and grade level: (1) the average score of all students taking the pre and post test; (2) the percentage of students below the cut score on the pre and post test; (3) the number of students taking the pre and post test. Reports shall be available in electronic and paper formats. The legislation requires that the school divisions report information to the Department of Education annually. Offerors should anticipate that the ARDT will be delivered first in the 2001-02 school year to schools in Virginia containing grade 6, 7, 8 and/or 9.

Although school division participation in the Algebra Readiness Initiative is voluntary, the need for diagnostic tools is such that the vast majority of the 869 schools containing some combination of grades 6, 7, 8 and/or 9 may participate. The number of targeted students is based upon estimates of those who fail the grade 5 and 8 SOL mathematics tests. (Grade 8 failure: 40% x estimated 85,000= 34,000 students in need of remediation. Grade 5 failures: 49% x 85,000= 41,650 students). Potentially, if all 132 divisions participated and used the state funding which provided services for two of the four eligible grades (6,7,8,9) the targeted population could be between 68,000 to 83,300 students.

Offerors must provide cost information in terms of the annual cost per pupil for the use of the test(s), to include pre-testing, post-testing, and diagnostic use of the system. Any additional costs for reporting should be clearly identified. Cost figures must be provided for the next five school years. Any costs for staff development or ancillary materials needed to implement the proposed program must be stated. Proprietary software and any required licensing fees must be identified. Costs related to anticipated upgrades to software or hardware must be addressed.

#### ***Optional Pricing Summary Sheet – 4.2***

Optional Cost / Upgrade Element	Statewide Scale-up				
	Year One, One-Time Investment	Year 2	Year 3	Year 4	Year 5
<b>Section 4</b>					
Cost Option #1					
Cost Option #2					
Cost Option #3					

Offeror may provide explanatory comments to Optional Pricing #1 in the following section:

Offeror may provide explanatory comments to Optional Pricing #2 in the following section:

Offeror may provide explanatory comments to Optional Pricing #3 in the following section:

# Section 5 –Response to General Requirements

## *User Response Template*

### **I. General Requirements**

#### **A. Questions**

Offerors are invited to submit, in writing, to the Department contact person, any questions they may have about the contents of this RFP by Thursday, October 26, 2000. Written answers to all questions received will be sent to all Offerors to whom a copy of the RFP was sent and will be posted at <http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>. As set forth in Section VI, any Offeror wishing to submit a proposal must attend the Pre-Proposal Conference. Any responses to questions during or after this conference will be sent, in writing, to those Offerors registering at the Pre-Proposal Conference.

#### **B. RFP Response**

In order to be considered for selection, Offerors must submit a complete sealed response package to this RFP.

1. One *original* printed copy
2. Twelve additional printed copies
3. One soft (electronic) copy of the Offeror's response in Microsoft Word 97 format
4. One *original* printed copy from which all proprietary material has been removed. Such copy shall be certified in writing by the Offeror as free of proprietary material as outlined in Section C.5 below.

#### **C. Proposal Preparation**

##### **1. Completeness of Proposals**

Proposals shall be signed by an authorized representative of the Offeror. All information requested shall be submitted. Failure to submit all information requested may result in the Department requiring prompt submission of missing information and/or giving a lowered evaluation of the proposal. Proposals that are substantially incomplete or lack key information may be rejected by the purchasing agency. Mandatory requirements are those required by law or regulation and are such that they cannot be waived and are not subject to negotiation.

##### **2. Organization of Proposals**

Proposals shall be organized in the order in which the requirements are presented in the RFP. All pages of the proposal shall be numbered. Each narrative paragraph in the proposal shall reference the paragraph number of the corresponding section of the RFP. Templates specified in the RFP must be used as presented. The proposal shall contain a

table of contents which cross-references the RFP requirements. Information which the Offeror desires to present that does not fall within any of the requirements of the RFP shall be inserted at an appropriate place or be attached at the end of the proposal and clearly designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find where the RFP requirements are specifically addressed.

### **3. Economy of Preparation**

Each proposal shall be prepared simply and economically, providing a straightforward, concise description of the Offeror's ability to meet the requirements of the RFP. Fancy binding, color displays (unless directly related to requirements), promotional materials and so forth will receive no evaluation credit. Emphasis shall be on completeness and clarity of content.

### **4. Presentation of Proposals**

Written Proposals should be separated into two separately bound volumes, 1) The response to the technical and administrative aspects of the proposal, and 2) response to the cost aspects of the proposal. Proposals must be submitted in paper and electronic forms as specified in Section B above. Electronic copies shall be on diskette or CD-ROM and enclosed in the Offeror's sealed proposal package.

### **5. Ownership of Proposal**

Ownership of all data, materials and documentation originated and prepared for the State pursuant to the RFP shall belong exclusively to the State and be subject to public inspection in accordance with the Virginia Freedom of Information Act. Trade secrets or proprietary information submitted by a Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of Section 11-52D of the Code of Virginia, in writing, either before or at the time the data is submitted.

The written notice must specifically identify the data or materials to be protected and state the reasons why protection is necessary. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. Offerors are reminded of the requirement that a separate, certified copy of the complete proposal which has been redacted of proprietary information. The classification of an entire proposal document, line item prices and/or total proposal prices as proprietary or trade secrets is not acceptable and will result in rejection and return of the proposal.

## **II. Specific Proposal Requirements**

Proposals shall be prepared as thoroughly and detailed as possible so that the Department may properly evaluate the Offeror's capabilities to provide the required services. Offerors are required to submit the following items as a complete proposal:

## **A. Proposal Package**

The Offeror shall include in their submission the completed proposal and addenda, if any, signed and filled out as required.

## **B. Narrative Requirements**

The Offeror shall include a written narrative, which contains the following:

### **1. Experience**

The Offeror shall provide evidence of experience in areas related to the success of the proposed solution embodied in the RFP proposal. Such information should be provided as responses to the appropriate sections of the RFP and be sufficient to allow the evaluators of the proposal to discern the level of expertise committed to the project.

### **2. Personnel**

The Offeror shall include:

- a. The names, qualifications, and experience of personnel to be assigned to the project. If consultants or subcontractors have responsibility for any task or any aspect of any task, their responsibility and involvement must be clearly described and a letter of commitment from the consultant or subcontractor must be included. The Offeror shall provide a comprehensive list of all personnel to be assigned to the project. This list shall include a summary of each individual's function and role on the project. In addition, the Offeror may list back-up staff that may assist or replace primary individuals assigned. Back-up staff must be clearly identified as back-up.
- b. Vitae of staff to be assigned to the project. The Offeror must provide a detailed vita for each staff member assigned to the project. The vita must demonstrate that the individual possesses the knowledge, ability, and experience to perform assigned tasks.

### **3. Project Plan**

In addition to the project plan requirements set forth in this RFP, the Offeror shall include the following:

#### **a. Certification of Delivery**

The Offeror shall certify that all required materials, products, and services will be delivered by the dates specified in the proposal.

#### **b. Ownership**

The Offerors shall provide an indication of awareness that all materials produced by the Offeror in conjunction with this contract shall be the property of the Department and shall be delivered to the Department upon request. (NOTE: Offerors shall stipulate specific exceptions to this requirement, if any).

**c. Termination of Contract**

The Offeror shall acknowledge an awareness that the Department may terminate the contract for any reason after giving written notification to the Offeror at least 60 working days in advance.

**d. Additional Requirements**

The Offeror shall acknowledge awareness of all additional requirements as stated in General Terms and Conditions and Special Terms and Conditions.

**e. Minority/Women Owned Businesses Subcontracting and Reporting**

The Offeror shall supply all information requested by this RFP on the ownership, utilization and planned involvement of small businesses, women-owned businesses and minority-owned businesses. This required information may be submitted on the form provided at: <http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>. If an Offeror fails to submit all information requested, the Department may require prompt submission of missing information after the receipt of proposals.

### III. Identification of Proposal Envelope

The signed proposal shall be returned in a separate envelope or package, sealed and identified as follows:

FROM: \_\_\_\_ (Name of Offeror) \_\_\_\_ (Due Date) \_\_\_\_ (Time) \_\_\_\_  
Street or Box #: \_\_\_\_\_ RFP# \_\_\_\_\_  
(City, State, Zip): \_\_\_\_\_  
RFP Title: \_\_\_\_\_  
Name of Contract/Purchase Officer: \_\_\_\_\_

### IV. Evaluation Award and Criteria

Criteria	Point Value
Scope of Work (Sections 1, 2 and 3) <ul style="list-style-type: none"><li>Comprehension of nature and scope of work involved</li><li>Provided evidence of a sound understanding of Virginia's education reform program</li><li>Completeness and soundness of proposal</li><li>Feasibility of the proposal to be implemented statewide</li><li>Technical merit of methodology, procedures, and techniques</li></ul> Project Management <ul style="list-style-type: none"><li>Showed realistic and achievable project plan and timeline</li><li>Evidence of knowledge of assessment program and interface requirements with the existing test contractor</li></ul>	350

<b>Criteria</b>	<b>Point Value</b>
<b>Pricing (Section 4)</b> <ul style="list-style-type: none"> <li>▪ Mandatory Pricing Table; One-Time Investment and Statewide</li> <li>▪ Optional Pricing Table; One-Time Investment and Statewide</li> <li>▪ Relationship of Offeror's Bid to the Lowest Proposal Price Received<sup>1</sup> (200 points)</li> <li>▪ Value-Added Solution</li> </ul>	300
<sup>1</sup> Cost evaluations and scoring will be made using the Mandatory Pricing Requirements of the Proposal. The proposal with the lowest total cost will be awarded 200 points. All other cost proposals deemed to be acceptable will receive a prorated score calculated using the following formula: $L/R \times 300 \text{ points} = Z$ (L = The total cost of the proposal with the lowest total cost in the Mandatory Requirements section; R = The total cost of the Offeror's proposal being scored; and, Z = The total number of points awarded to the Offeror's cost proposal.)	
<b>Qualifications of the Offeror for Providing: (Sections 5 and 6)</b> <ul style="list-style-type: none"> <li>▪ Ability to meet the terms of the RFP</li> <li>▪ Ability to meet General Requirements and Special Terms and Conditions</li> <li>▪ Quality of deliverables</li> </ul>	100
<b>Quality of Assigned Personnel</b> <ul style="list-style-type: none"> <li>▪ Related company and individual experience</li> <li>▪ Professional qualifications/technical competencies</li> <li>▪ Commitment of sufficient personnel to the project</li> <li>▪ Reference from other clients for whom the Offeror has provided similar services</li> </ul>	100
<b>Ability to Collaborate on Testing, Scoring and Reporting Services</b> <ul style="list-style-type: none"> <li>▪ Ability to work with Test Contractor, Harcourt Educational Management</li> <li>▪ Evidence of quality control procedures</li> <li>▪ Inclusion of required elements</li> <li>▪ Efficiency in providing reports</li> </ul>	100
<b>Participation of Small, Women-Owned, and Minority-Owned Businesses</b>	50
<b>TOTAL</b>	<b>1000</b>

Selection shall be made of one or more Offerors deemed to be fully qualified and best suited among those submitting proposals on the basis of the evaluation factors included in the Request for Proposals, including price. Negotiations shall be conducted with the Offerors so selected. Price shall be considered, but need not be the sole determining factor. After negotiations have been conducted with each Offeror so selected, the agency shall select the Offeror(s) which, in its opinion, has made the best proposal and shall award the contract to the Offeror(s).

The right is reserved to make a separate award of each component as outlined in this Request for Proposals, if doing so is deemed in the best interest of the Commonwealth.

The Commonwealth may cancel this Request for Proposals or reject proposals at any time prior to an award, and is not required to furnish a statement of the reasons why a particular proposal was not deemed to be most advantageous. (Section 11-65D, Code of Virginia)

Should the Commonwealth determine in writing and in its sole discretion that only one Offeror is fully qualified, or that one Offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that Offeror. The award document will be a contract incorporating by reference all requirements, terms and conditions of the solicitation and the Offeror's proposal as negotiated.



## **V. Reporting and Delivery Requirements**

The Offeror shall provide in their response a reporting schedule to include, but not limited to the following:

- Periodic reports to establish the progress of specific tasks outlined in this RFP;
- Problems incurred and their resolution;
- Specific delivery dates for products and services required;
- Documentation of work to date.
- Paper and electronic copies must be available.

## **VI. Mandatory Pre-Proposal Conference**

A mandatory pre-proposal conference will be held at 9:00am DST, Tuesday, October 24, 2000 at Conference Room 'C' on the first floor of the James Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, VA 23219. The purpose of this conference is to allow potential Offerors an opportunity to present questions and obtain clarification relative to any facet of this solicitation.

Due to the importance of all Offerors having a clear understanding of the scope of work and requirements for this solicitation, attendance at this conference will be a prerequisite for submitting a proposal. Proposals will only be accepted from those Offerors who are present at this pre-proposal conference. Attendance at the conference will be evidenced by the representative's signature on the attendance roster. No one will be admitted after 9:00am DST.

Bring a copy of the solicitation with you. Any changes resulting from this conference will be issued to those attending in a written addendum to the solicitation. Offerors should bring with them a self-addressed stamped envelope if a notice of award is desired.

## **VII. General Terms and Conditions**

### **A. Vendor's Manual**

This solicitation is subject to the provisions of the Commonwealth of Virginia *Vendor's Manual* and any revisions thereto, which are hereby incorporated into this contract in their entirety. A copy of the manual is normally available for review at the purchasing office and in addition, a copy can be obtained by calling the Division of Purchases and Supply - (804) 786-3842, or via the Internet at <http://www.dgs.state.va.us/DPS/index.htm>.

### **B. Applicable Laws and Courts**

This solicitation and any resulting contract shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the Commonwealth. The Offeror shall comply with all applicable federal, state and local laws, rules and regulations.

### **C. Anti-Discrimination**

By submitting their proposals, Offerors certify to the Commonwealth that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians

With Disabilities Act, the Americans With Disabilities Act, and Section 11-51 of the *Virginia Public Procurement Act*.

In every contract over \$10,000 the provisions in 1. and 2. below apply:

1. During the performance of this contract, the Offeror agrees as follows:
  - a. The contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except there is a bona fide occupational qualification reasonably necessary to the normal operation of the contractor. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
  - b. The contractor, in all solicitations or advertisements for employees placed by or on behalf of the contractor, will state that such contractor is an equal opportunity employer.
  - c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting these requirements.
2. The contractor will include the provisions of 1. above in every subcontract or purchase order over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

#### **D. Ethics in Public Contracting**

By submitting their proposals, Offerors certify that their proposals are made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other Offeror, supplier, manufacturer or subcontractor in connection with their proposal, and that they have not conferred on any public employee having official responsibility for this procurement transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised unless consideration of substantially equal or greater value was exchanged.

#### **E. Immigration Reform and Control Act of 1986**

By submitting their proposals, the Offerors certify that they do not and will not during the performance of this contract employ illegal alien workers or otherwise violate the provisions of the federal Immigration Reform and Control Act of 1986.

#### **F. Debarment Status**

By submitting their proposals, Offerors certify that they are not currently debarred by the Commonwealth of Virginia from submitting bids or proposals on contracts for the type of goods and/or services covered by this solicitation, nor are they an agent of any person or entity that is currently debarred.

#### **G. Antitrust**

By entering into a contract, the Offeror conveys, sells, assigns, and transfers to the Commonwealth of Virginia all rights, title and interest in and to all causes of the action it may now have or hereafter acquire under the antitrust laws of the United States and of the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by the Commonwealth of Virginia under said contract.

#### **H. Mandatory Use of State Form and Terms and Conditions for RFP's**

Failure to submit a proposal on the official state form provided for that purpose may be a cause for rejection of the proposal. Modification of or additions to the General Terms and Conditions of the solicitation may be cause for rejection of the proposal; however, the Commonwealth reserves the right to decide, on a case-by-case basis, in its sole discretion, whether to reject such a proposal.

#### **I. Clarification of Terms**

If any prospective Offeror has questions about the specifications or other solicitation documents, the prospective Offeror should contact the representative whose name appears on the face of the solicitation no later than five working days before the due date. Any revisions to the solicitation will be made only by addendum issued by the buyer.

#### **J. Payment:**

##### **1. To Prime Contractor:**

- a. Invoices for items ordered, delivered and accepted shall be submitted by the contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the state contract number and/or purchase order number; social security number (for individual contractors) or the federal employer identification number (for proprietorships, partnerships, and corporations).
- b. Any payment terms requiring payment in less than 30 days will be regarded as requiring payment 30 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 30 days, however.
- c. All goods or services provided under this contract or purchase order, that are to be paid for with public funds, shall be billed by the contractor at the contract price, regardless of which public agency is being billed.
- d. The following shall be deemed to be the date of payment: the date of postmark in all cases where payment is made by mail, or the date of offset when offset proceedings have been instituted as authorized under the Virginia Debt Collection Act.
- e. Unreasonable Charges. Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed. In such cases, contractors should be put on notice that final payment in full is contingent on a determination of reasonableness with respect to all invoiced charges. Charges which appear to be unreasonable will be researched and challenged, and that portion of the invoice held in abeyance until a settlement can be reached. Upon determining that invoiced charges are not reasonable, the

Commonwealth shall promptly notify the contractor, in writing, as to those charges which it considers unreasonable and the basis for the determination. A contractor may not institute legal action unless a settlement cannot be reached within thirty (30) days of notification. The provisions of this section do not relieve an agency of its prompt payment obligations with respect to those charges which are not in dispute (*Code of Virginia*, § 11-69).

2. To Subcontractors:

- a. A contractor awarded a contract under this solicitation is hereby obligated:
  - (1) To pay the subcontractor(s) within seven (7) days of the contractor's receipt of payment from the Commonwealth for the proportionate share of the payment received for work performed by the subcontractor(s) under the contract; or
  - (2) To notify the agency and the subcontractor(s), in writing, of the contractor's intention to withhold payment and the reason.
- b. The contractor is obligated to pay the subcontractor(s) interest at the rate of one percent per month (unless otherwise provided under the terms of the contract) on all amounts owed by the contractor that remain unpaid seven (7) days following receipt of payment from the Commonwealth, except for amounts withheld as stated in (2) above. The date of mailing of any payment by U. S. Mail is deemed to be payment to the addressee. These provisions apply to each sub-tier contractor performing under the primary contract. A contractor's obligation to pay an interest charge to a subcontractor may not be construed to be an obligation of the Commonwealth.

**K. Precedence of Terms**

Paragraphs A-J of these General Terms and Conditions shall apply in all instances. In the event there is a conflict between any of the other General Terms and Conditions and any Special Terms and Conditions in this solicitation, the Special Terms and Conditions shall apply.

**L. Qualifications of Offerors**

The Commonwealth may make such reasonable investigations as deemed proper and necessary to determine the ability of the Offeror to perform the services/furnish the goods and the Offeror shall furnish to the Commonwealth all such information and data for this purpose as may be requested. The Commonwealth reserves the right to inspect Offeror's physical facilities prior to award to satisfy questions regarding the Offeror's capabilities. The Commonwealth further reserves the right to reject any proposal if the evidence submitted by, or investigations of, such Offeror fails to satisfy the Commonwealth that such Offeror is properly qualified to carry out the obligations of the contract and to provide the services and/or furnish the goods contemplated therein.

**M. Testing and Inspection**

The Commonwealth reserves the right to conduct any test/inspection it may deem advisable to assure goods and services conform to the specifications.

## **N. Assignment of Contract**

A contract shall not be assignable by the contractor in whole or in part without the written consent of the Commonwealth.

## **O. Changes to the Contract**

Changes can be made to the contract in any of the following ways:

1. The parties may agree in writing to modify the scope of the contract. An increase or decrease in the price of the contract resulting from such modification shall be agreed to by the parties as a part of their written agreement to modify the scope of the contract.
2. The Purchasing Agency may order changes within the general scope of the contract at any time by written notice to the contractor. Changes within the scope of the contract include, but are not limited to, things such as services to be performed, the method of packing or shipment, and the place of delivery or installation. The contractor shall comply with the notice upon receipt. The contractor shall be compensated for any additional costs incurred as the result of such order and shall give the Purchasing Agency a credit for any savings. Said compensation shall be determined by one of the following methods:
  - a. By mutual agreement between the parties in writing; or
  - b. By agreeing upon a unit price or using a unit price set forth in the contract, if the work to be done can be expressed in units, and the contractor accounts for the number of units of work performed, subject to the Purchasing Agency's right to audit the contractor's records and/or to determine the correct number of units independently; or
  - c. By ordering the contractor to proceed with the work and keep a record of all costs incurred and savings realized. A markup for overhead and profit may be allowed if provided by the contract. The same markup shall be used for determining a decrease in price as the result of savings realized. The contractor shall present the Purchasing Agency with all vouchers and records of expenses incurred and savings realized. The Purchasing Agency shall have the right to audit the records of the contractor as it deems necessary to determine costs or savings. Any claim for an adjustment in price under this provision must be asserted by written notice to the Purchasing Agency within thirty (30) days from the date of receipt of the written order from the Purchasing Agency. If the parties fail to agree on an amount of adjustment, the question of an increase or decrease in the contract price or time for performance shall be resolved in accordance with the procedures for resolving disputes provided by the Disputes Clause of this contract or, if there is none, in accordance with the disputes provisions of the Commonwealth of Virginia *Vendors Manual*. Neither the existence of a claim nor a dispute resolution process, litigation or any other provision of this contract shall excuse the contractor from promptly complying with the changes ordered by the Purchasing Agency or with the performance of the contract generally.

**P. Default**

In case of failure to deliver goods or services in accordance with the contract terms and conditions, the Commonwealth, after due oral or written notice, may procure them from other sources and hold the contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies which the Commonwealth may have.

**Q. Taxes**

Sales to the Commonwealth of Virginia are normally exempt from State sales tax. State sales and use tax certificates of exemption, Form ST-12, will be issued upon request. Deliveries against this contract shall usually be free of Federal excise and transportation taxes. The Commonwealth's excise tax exemption registration number is 54-73-0076K.

**R. Announcement of Award**

Upon the announcement of the decision to award a contract as a result of this solicitation, the purchasing agency will publicly post such notice on Monday, December 4, 2000 for a minimum of 10 days at the public posting notice board located at the street-level entrance on 14<sup>th</sup> street of the James Monroe Building at 101 North 14<sup>th</sup> Street, Richmond, VA 23219.

**S. Drug-Free Workplace**

During the performance of this contract, the contractor agrees to (i) provide a drug-free workplace for the contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

For the purposes of this section, "*drug-free workplace*" means a site for the performance of work done in connection with a specific contract awarded to a contractor in accordance with this chapter, the employees of whom are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

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## Section 6 – Response to Special Terms and Conditions

### *User Response Template*

#### **I. Special Terms and Conditions**

##### **A. Advertising**

In the event a contract is awarded for supplies, equipment, or services resulting from this proposal, no indication of such sales or services to the Virginia Department of Education will be used in product literature or advertising. The Offeror shall not state in any of its advertising or product literature that the Commonwealth of Virginia or any agency or institution of the Commonwealth has purchased or uses its products or services.

##### **B. Audit**

The Offeror shall retain all books, records, and other documents relative to this contract for five (5) years after final payment, or until audited by the Commonwealth of Virginia, whichever is sooner. The agency, its authorized agents, and/or state auditors shall have full access to and the right to examine any of said materials during said period.

##### **C. Availability of Funds**

It is understood and agreed between the parties herein that the agency shall be bound hereunder only to the extent of the funds available or which may hereafter become available for the purpose of this agreement.

##### **D. Award of Contract**

Selection shall be made of one or more Offerors deemed to be fully qualified and best suited among those submitting proposals on the basis of the evaluation factors included in the Request for Proposals, including price, if so stated in the Request for Proposals. Negotiations shall be conducted with the Offerors so selected. Price shall be considered, but need not be the sole determining factor. After negotiations have been conducted with each Offeror so selected, the agency shall select one or more Offerors which, in its opinion, has made the best proposals, and shall award the contract to those Offerors. The Commonwealth may cancel this Request for Proposals or reject proposals at any time prior to an award, and is not required to furnish a statement of the reasons why a particular proposal was not deemed to be the most advantageous (*Code of Virginia*, § 11-65D). Should the Commonwealth determine in writing and in its sole discretion that only one Offeror is fully qualified, or that one Offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that Offeror. The award document will be a contract incorporating by reference all the requirements, terms and conditions of the solicitation and the Offeror's proposal as negotiated.

#### **E. Best and Final Offer (BAFO)**

At the conclusion of negotiations, the Offeror(s) may be asked to submit in writing, a best and final offer (BAFO). After the BAFO is submitted, no further negotiations shall be conducted with the Offeror(s). The Offeror's proposal will be rescored to combine and include the information contained in the BAFO. The decision to award will be based on the final evaluation including the BAFO.

#### **F. Cancellation of Contract**

The purchasing agency reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon 60 days written notice to the Offeror. In the event the initial contract period is for more than 12 months, the resulting contract may be terminated by either party, without penalty, after the initial 12 months of the contract period upon 60 days written notice to the other party. Any contract cancellation notice shall not relieve the Offeror of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.

#### **G. Final Inspection**

At the conclusion of the work, the Offeror shall demonstrate to the authorized owners representative that the work is fully operational and in compliance with contract specifications and codes. Any deficiencies shall be promptly and permanently corrected by the Offeror at the Offeror's sole expense prior to final acceptance of the work.

#### **H. Identification of Proposal Envelope**

If a special envelope is not furnished, or if return in the special envelope is not possible, the signed bid/proposal should be returned in a separate envelope or package, sealed and identified as follows:

From: _____	_____	_____
Name of Bidder/Offeror	Due Date	Time
_____	_____	
Street or Box Number	RFP No.	
_____	_____	
City, State, Zip Code	RFP Title	

Name of Contract/Purchase Officer or Buyer: \_\_\_\_\_

The envelope should be addressed as directed on the cover page of the solicitation.

If a proposal not contained in the special envelope is mailed, the Offeror takes the risk that the envelope, even if marked as described above, may be inadvertently opened and the information compromised which may cause the bid or proposal to be disqualified. Proposals may be hand delivered to the designated location in the office issuing the solicitation. No other correspondence or other proposals should be placed in the envelope.



## **I. Indemnification**

Offeror agrees to indemnify, defend and hold harmless the Commonwealth of Virginia, its officers, agents, and employees from any claims, damages and actions of any kind or nature, whether at law or in equity, arising from or caused by the use of any materials, goods, or equipment of any kind or nature furnished by the Offeror/any services of any kind or nature furnished by the Offeror, provided that such liability is not attributable to the sole negligence of the using agency or to failure of the using agency to use the materials, goods, or equipment in the manner already and permanently described by the Offeror on the materials, goods or equipment delivered.

## **J. Minority/Women Owned Businesses Subcontracting and Reporting**

Where it is practicable for any portion of the awarded contract to be subcontracted to other suppliers, the Offeror is encouraged to offer such business to minority and/or women-owned businesses. Names of firms may be available from the buyer and/or from the Division of Purchases and Supply. When such business has been subcontracted to these firms and upon completion of the contract, the Offeror agrees to furnish the purchasing office the following information: name of firm, phone number, total dollar amount subcontracted and type of product/service provided.

## **K. Mandatory Pre-Proposal Conference**

A mandatory pre-proposal conference will be held at 9:00am DST, Tuesday, October 24, 2000 at Conference Room 'C' on the first floor of the James Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, VA 23219. The purpose of this conference is to allow potential Offerors an opportunity to present questions and obtain clarification relative to any facet of this solicitation.

Due to the importance of all Offerors having a clear understanding of the scope of work and requirements for this solicitation, attendance at this conference will be a prerequisite for submitting a proposal. Proposals will be accepted only from those Offerors who are present at this pre-proposal conference. Attendance at the conference will be evidenced by the representative's signature on the attendance roster. No one will be admitted after 9:00am DST.

Bring a copy of the solicitation with you. Any changes resulting from this conference will be issued to those attending in a written addendum to the solicitation. Offerors should bring with them a self-addressed stamped envelope if a notice of award is desired.

## **L. Prime Contractor Responsibilities**

The prime contractor shall be responsible for completely supervising and directing the work under this contract and all subcontractors that he may utilize, using his best skill and attention. Subcontractors who perform work under this contract shall be responsible to the prime contractor. The prime contractor agrees that he is as fully responsible for the acts and omissions of his subcontractors and of persons employed by them as he is for the acts and omissions of his own employees.

## **M. Product Information**

The Offeror shall clearly and specifically identify the product being offered and enclose complete and detailed descriptive literature, catalog cuts and specifications with the proposal to enable the Commonwealth to determine if the product offered meets the requirements of the solicitation. Failure to do so may cause the proposal to be considered nonresponsive. However, completion of this series of requirements should not be confused with a marketing exercise.

#### **N. References**

Offerors shall provide a list of at least 3 references where similar goods and/or services have been provided. Each reference shall include the name of the organization, the complete mailing address, the name of the contact person and telephone number.

	Organization	Address	Contact Person	Telephone
1				
2				
3				

#### **O. Renewal of Contract**

This contract may be renewed by the Commonwealth upon written agreement of both parties for five (5) successive one year periods, under the terms of the current contract, and at a reasonable time (approximately 90 days) prior to the expiration.

#### **P. Work Site Damages**

Any damage to existing utilities, equipment or finished surfaces resulting from the performance of this contract shall be repaired to the Commonwealth's satisfaction at the Offeror's expense.

#### **Q. Selection Committee Questions**

The Offeror shall provide the name and telephone number of a point of contact who will be available to answer any question the Selection Committee may have regarding the Offeror's submitted proposal while the Selection Committee is in deliberation. The designated point of contact must have the knowledge and full authority to respond to the Committee's questions on behalf of the Offeror.

#### **R. Excessive Downtime**

Equipment or software furnished under the contract shall be capable of continuous operation. Should the equipment or software become inoperable for a period of more than 24 hours, the Offeror agrees to pro-rate maintenance charges to account for each full day of inoperability. The period of inoperability shall commence upon initial notification. In the event the equipment or software remains inoperable for more than one (1) consecutive calendar days, the Offeror shall promptly replace the equipment or software at no charge upon request of the procuring agency. Such replacement shall be with new, unused product(s) of comparable quality, and must be installed and operational within one (1) days following the request for replacement.

## **II. Method Of Payment**

Section J of the General Terms and Conditions will govern method of payment.

## **III. Pricing Schedule**

Costs for each component and the requirements outlined in Section 4 must be provided UNDER SEPARATE COVER. Alternate strategies, optional tasks, cost options and peripheral tasks shall be priced separately so that it is possible to compute the overall cost using any combination of them.

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## Appendix 1 - Attachments

The attachments should be referenced as follows:

### **Attachment A**

*Harcourt File Structure (Requirement 1.3.2)*

<http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>

### **Attachment B**

*Samples of Current SOL Reports (Requirement 1.5.3)*

<http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>

### **Attachment C**

*Participation of Small Businesses and Businesses Owned by Women and Minorities*

<http://www.pen.k12.va.us/VDOE/Technology/soltech/soltech.html>